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## ABSTRACT

During its first 14 years of existence, the National Assessment of Educational Progress (NAEP) was located at the Education Commission of the States (ECS). This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983. References are in a classified arrangement, by specific or special assessment. Documents not dealing with a specific assessment are grouped by: Methodological Publications; Special Analyses; and General and Miscellaneous. Materials by NAEP are separated from materials about NAEP done by external organizations. Subject, Personal Author, and Preparing Institution indexes are provided. The compilation is based on materials (documents and journal articles) archived in the database of the Educational Resources Information Center (ERIC), and therefore most documents cited can be obtained through the ERIC Document Reproduction Service (EDRS). (WTB)

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ED234097

**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS  
1969-1983:  
A BIBLIOGRAPHY OF DOCUMENTS  
IN THE ERIC DATABASE**

**Theodore B. Pratt, Ph.D., *Editor***

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# I. INTRODUCTION

**T**his volume is a comprehensive bibliography of documents and journal articles by and about the National Assessment of Educational Progress (NAEP) that have been entered into the Educational Resources Information Center (ERIC) database. It covers the period 1969 through mid-1983.

Since 1969, the National Assessment of Educational Progress has surveyed educational achievement across the country and reported its findings to the nation. It has tracked attainment levels of 9-, 13- and 17-year-olds and at times those of adults in various learning areas: art, citizenship/social studies, career and occupational development, mathematics, music, reading/literature, science and writing. The information NAEP has gathered offers all who are interested in education an unprecedented opportunity to examine achievement in different learning areas, to detect changes in achievement over the years and to consider the implications of those changes for educational policies.

During its first 14 years of data collection, National Assessment was administered by the Education Commission of the States (ECS), Denver, Colorado, a stewardship that ended in 1983 when a competitive procurement transferred administration of the program to the Educational Testing Service (ETS) of Princeton, New Jersey.

This bibliography provides a record of NAEP activities under ECS's leadership, listing all major publications by and about National Assessment published between 1969 and 1983.

Designed to facilitate quick access to information on NAEP materials, findings, procedures and history, it is intended as a resource for researchers, education organizations and agencies, legislators, educators and others with an interest in education. Most of the materials listed are available in reproduced copy through the ERIC information system and thus can be easily obtained.

## A Pioneer in Measurement Techniques

From its beginning as no more than an idea in 1963, NAEP has evolved steadily into one of the most sophisticated and comprehensive educational measurement programs in the world. Under ECS's leadership, it has:

- Pioneered large-scale assessment technology.
- Developed methods to measure and analyze changes in education performance.
- Significantly influenced the development of state and local assessment programs.
- Led the way in measuring complex skills in reading, writing, mathematics, art, citizenship, science and other areas.
- Contributed unique information about critical social issues such as the performance of disadvantaged youngsters, racial/ethnic groups and language minorities.
- Clarified education trends by differentiating patterns of change in lower-order or "basic" skills and higher-order abilities.

Before National Assessment, the quality of American education was measured largely in terms of student-teacher ratios and per pupil expenditures. However, these figures gave no real indication about the knowledge, skills and attitudes students took away as a result of those expenditures. National Assessment provides reliable information on students' performance with respect to generally agreed-upon goals for education—information that can be used to assist the states and others in making plans to meet their own specific goals.

### **An Idea Becomes Reality**

The articles, reports, item sets, objectives, procedural studies and commentaries listed in this bibliography chronicle National Assessment's history during its tenure with the Education Commission of the States. It is a history filled with ups and downs, obstacles encountered and challenges faced and met.

The assessment was conceived in 1963 when Francis Kepel, then U.S. Commissioner of Education, saw the need for a nationwide survey of educational achievement, and joined forces with Ralph Tyler, long-time leader in large-scale testing, to determine the feasibility of such a plan.

Between 1964 and 1969, initial assessment planning and development activities were carried out with support from both the Carnegie Corporation and the Ford Foundation. During this time, objectives and items in 10 learning areas were developed, sampling and data collection strategies planned and data analyses formulated and outlined.

The assessment's designers opted to structure assessments through a consensus process. In this process, educators, scholars and lay persons from across the country designed objectives for each learning area, proposing general goals they felt Americans should be achieving in the course of their education. After careful reviews, the objectives were given to item writers, whose task it was to create measurement instruments appropriate to the objectives.

After the items passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they were administered to probability samples. The young people sampled were chosen in such a way that the results of their assessment could be generalized to the entire national population.

Even as the assessment methodologies were being planned, opposition to the idea of a "national" assessment began building among professional education organizations, fueled by fears of a national test and the ensuing potential for a single national curriculum.

Contributing to their fears was the fact that a continuing project of such magnitude required federal funding, raising the spectre of federal intrusion and even federal control in education. Accordingly, in 1969 the Education Commission of the States, an organization founded in the mid-1960s to present the states' views to the federal government, was asked to administer the program. ECS' sponsorship in large part defused educators' objections to the assessment.

Since 1971, the project has been completely supported by federal funds. Funding agencies through the years have been the Office of Education, the National Center for Education Statistics (NCES), and, currently, the National Institute of Education (NIE).

### **NAEP Through the Years**

National Assessment began data collection in 1969 with the assessment of three learning areas: citizenship, science and writing. Students aged 9, 13 and 17; out-of-school 17-year-olds; and young adults aged 26-35 were surveyed. As the seventies began, NAEP settled into continuous cycles of item development, data collection and reporting, with simultaneous development of items in some areas as data were being collected, analyzed and reported in others.

These were pioneering years. NAEP forged ahead with innovative large-scale measurement techniques. Students were assessed on their performance in a group discussion of citizenship issues; they wrote essays, drew pictures, performed science experiments, sang and played musical instruments. In mathematics, older respondents balanced a checkbook. Trained observers scored achievement levels on these tasks.

National Assessment did more than simply collect and report achievement data. Potential users were encouraged to avail themselves of NAEP data and items. Public-use data tapes were first produced in 1975, allowing outside researchers access to the NAEP database. Work on refining the data tapes has continued since then with a commitment to making them easily usable by those interested in analyzing NAEP data. Other agencies were invited to "piggyback" their data collection efforts with NAEP's and several did so. State and local agencies were also encouraged to make use of assessment items. Texas, Maine, Minnesota, Connecticut and North Dakota are among the states that have used NAEP items and compared their results with national levels.

In 1974, the project experienced the first in a series of funding cuts, and the young adult assessment was dropped. Funding considerations caused NAEP to switch to assessing one major learning area per year in 1976 and to every-other-year data collection in 1980.

### **A Look at NAEP Findings**

With data now available over three points in time in many subject areas, trends in achievement can be plotted and their implications examined. NAEP's analyses have revealed both reasons for hope and for concern about directions in the nation's schools. In science, by the late seventies declines seen earlier in the decade had ended for 9- and 13-year-olds and had slowed for 17-year-olds. Writing skills remained stable during the seventies. Reading achievement of 9-year-olds increased substantially, while that of their older brothers and sisters did not change. In 1983, results of the third round mathematics assessment showed that declines of the mid-seventies had halted for 17-year-olds and 13-year-olds' skills

had improved. Furthermore, sizeable improvements occurred in various learning areas for some groups of disadvantaged youngsters, particularly at the younger ages.

But overall findings are not the entire story. NAEP findings show improvements tend to be clustered in lower-order, or more "basic" skills and are most in evidence for younger students and a number of groups typically considered disadvantaged. Declines, on the other hand, have been recorded for higher-order, more complex tasks such as mathematics problem solving, writing to persuade, and for 17-year-olds, inferential reading comprehension. Older students and academic high achievers have also experienced performance drops.

## Using the Bibliography

This bibliography has been made possible through the joint efforts of the National Assessment staff at the Education Commission of the States and the Educational Resources Information Center (ERIC) system. It provides comprehensive documentation of NAEP, serving as a permanent record of sources about NAEP data, procedures and history. It is organized so that the reader with a specific question or area of interest can locate that topic immediately while those with more general concerns can browse through a number of sources.

The Table of Contents shows the organization of this bibliography clearly. Studying it first will help in understanding this volume. In Chapter II, the major chapter, citations are displayed in two major divisions: A. Official ECS/NAEP-generated documents, and B. Publications About NAEP From Non-ECS/NAEP Sources. Each major division contains three sections: 1. Specific Assessments, 2. Special Assessments and Probes (shown as SPEC in the Indexes), and 3. Publications Not Related to Specific Assessments (shown as GEN in the Indexes). In sections 1 and 2, citations are classified by learning areas. Section 3 displays citations in three subcategories: a. Methodological Publications, b. Special Analyses, and c. General and Miscellaneous Publications.

Citations are listed by ED number in ascending order under the relevant assessment or section. They are further classified by their primary focus: (a) Program Description, (b) Assessment Instrument, (c) Procedures, and (d) Results. EJ numbers are listed after the ED entries. Page and columnar headings as well as running heads at the top of each page make it easy for the user to locate materials. There are a total of 575 citations listed.

Citations by and about NAEP are indexed here by three types of information: (1) by subject matter (Entries are based on ERIC descriptors, as listed in the *Thesaurus of ERIC Descriptors*, and on ERIC identifiers.); (2) by personal author; and (3) by preparing institution. From the simple coding behind each entry in the indexes, the user can go directly to the full citation, a complete description of the document or journal article as it originally appeared in the ERIC abstract journals *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE).

NAEP has carried out assessments in 15 learning areas. Abbreviations used here for each of the assessments are as follows:

ART	Art
COD	Career & Occupational Development
CIT	Citizenship
LIT	Literature
MATH	Mathematics
MUS	Music
READ	Reading
SCI	Science
SOC	Social Studies
WRIT	Writing
SPEC	Special assessments
GEN	General (no specific assessment)

### Examples:

A user finds the title of a document in the Subject Index she wants to review. It's "Mathematical Applications: Selected Results from the Second Assessment of Mathematics." The title is followed by the document number and code: ED 176 965 (A.1.MATH.(2).d). The user turns to the Citations section, looks in Section A (Official ECS/NAEP-Generated Documents), then in subsection 1 (Specific Assessments), and then under MATH. The running heads at the top of the pages make this process easy. She turns to the Second Assessment (2) and finally to Results (d). The citation is the second one shown, ED 176 965, the EDs being listed in ascending order.

Another user knows Stanley Ahmann wrote an article on science achievement he'd like to review. He turns to the Author Index and finds under Ahmann "Science Achievement: The Trend is Down." It is EJ 128 205 followed by the code (B.1.SCI.(2).d). The user turns to the Citations section, looks up section B (Publications About NAEP from Non-ECS/NAEP Sources) and then to SCIENCE. He looks under Second Assessment (2) and Results (d). He finds EJ 128 205 after EJ 120 469 (following the EDs) in ascending order.



## II. CITATIONS

### A. Official ECS/NAEP Generated Documents

#### 1. Specific Assessments

##### a. ART

##### (1) First Assessment

##### (b) Assessment Instrument

ED 051 255 TE 499 835  
 Norris, Eleanor L., Ed. Goodwin, Barbara.  
 Ed.  
 National Assessment of Educational Progress: Art Objectives.  
 National Assessment of Educational Progress, Ann Arbor, Mich.  
 Bureau No.—BR-8-0771  
 Pub Date—71  
 Grant—OEG-0-9-08771-2468(508)  
 Note—33p.  
 Available from—National Assessment of Educational Progress Office, Room 201A  
 Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (\$1.00; 10 or more—20% discount)  
 EDRS Price - MF01/PC02 Plus Postage.  
 Descriptors—\*Academic Achievement, \*Art Education, \*Educational Objectives, \*National Surveys  
 Identifiers—First Art Assessment (1975), \*National Assessment of Educational Progress  
 The results of the national assessment of progress in educational art objectives are given. Topics covered are procedures for developing art objectives and art objectives, per se. Appendices and names of organizations affiliated with the evaluation effort are included. (CK) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

##### (c) Procedures

ED 127 240 SO 009 344  
 Knight, Sarah S.  
 Systematic Judgment of Children's Drawings.  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Pub Date—76  
 Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)  
 Pub Type—Reports - Research (143)  
 EDRS Price - MF01/PC03 Plus Postage.  
 Descriptors—\*Art Education, \*Educational Assessment, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, \*Freehand Drawing, National Competency Tests, National Surveys, Performance, Response Style (Tests), \*Scoring Formulas, Testing Problems, Test Reliability, Test Reviews, Tests, \*Test Validity  
 Identifiers—First Art Assessment (1975), \*National Assessment of Educational Progress  
 This study discusses the National Assessment of Educational Progress's national survey of educational achievement in art and demonstrates that it is feasible to evaluate children's drawings obtained with free response assessment techniques. Four art production exercises, each calling for pencil drawing responses, were administered during 1974-1975 to a sampling of 9-, 13-, and 17-year-olds. Four scoring systems were developed. To be considered valid each dimension within a scoring system had to be made mutually exclusive and constant across age groups, cover the variety of responses generated by different ages, and be sufficiently replicable to be useful for assessing changes in performance.

Persons of high academic ability who had previous experience in judging and codifying written test responses were selected as scorers. None of them had any art training. Two additional persons with advance training in art were selected to train the scorers. Results show that the four scoring systems met the conditions necessary for their adequacy. Careful attention to scoring system exercise development and scorer selection and training makes it possible to test art achievement. The study includes one sample exercise and a scoring guide. Appendices include scored sample responses. (Author/RM) Primary type of information provided by report: Procedures (Scoring); Results (Respondent Examples).

##### (d) Results

ED 141 249 SO 010 134  
 Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Report No.—NAEP-06-A-01  
 Pub Date—Jun 77  
 Contract—OEC-0-74-0506  
 Note—124p.; Tables 1-15 may not reproduce clearly due to small print  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01716-4, \$2.50 paperbound)  
 Pub Type—Reports - Research (143)  
 EDRS Price - MF01/PC05 Plus Postage.  
 Descriptors—Age Groups, \*Art, Art Education, \*Art Expression, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, Freehand Drawing, \*National Surveys, Tables (Data), \*Test

## Results

Identifiers—First Art Assessment (1975),  
\*National Assessment of Educational Progress

The first comprehensive attempt to measure student achievement in art on a national scale at the elementary, junior high, and high school levels is described. The assessment was conducted during 1974-75 with groups of nine-, 13-, and 17-year-olds. This report examines four design and drawing exercises that measure art-production activities. Art production objectives include ability to (1) produce original works of art, (2) express visual ideas fluently, (3) produce works of art with a particular expressive content, and (4) demonstrate application of media and forming processes. This report contains comparative score tables of the three age groups accompanied by drawings which were judged to be acceptable, unacceptable, or above average. The exercises involved drawing people seated at a table as seen from one end, a bedroom wall which incorporates a door, and three children at a playground at various distances from the viewer. In another drawing exercise, students were asked to show motion by using parts of the human anatomy or expressive devices. Techniques included foreshortening, overlapping, tilted planes, and point perspective. Results showed similar scores in males and females, lower scores in blacks and low-metropolitan students, and greatest increases in achievement between the ages of nine and 13. Original plans for comprehensive assessment of art education were curtailed in 1973 by budgetary changes. Additional exercises will be included in the 1978-79 art assessment program. (AV) Primary type of information provided by report: Results (Selective).

ED 151 270 SO 010 720  
Knowledge about Art. Selected Results from the First National Assessment of Art.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.;  
Report No.—NAEP-06-A-02

Pub Date—Jan 78

Contract—OEC-0-74-0506

Note—34p.; Photographs of paintings and sculpture on pages 1-10 may not reproduce clearly

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, \*Art, Art Appreciation, \*Art Education, Art Expression, Data Analysis, \*Educational Assessment, Educational Objectives, Educational Research, Educational Testing, Elementary Secondary Education, \*Evaluation, Evaluation Criteria, Fine Arts, Illustrations, \*Knowledge Level, \*National Competency Tests, National Norms, National Surveys, Student Attitudes, Student Characteristics, Summative Evaluation

Identifiers—First Art Assessment (1975),  
\*National Assessment of Educational Progress

The report presents a summary assessment

of knowledge about traditional Western forms of art among 9-year-old, 13-year-old, and 17-year-old students. Part of national information gathering project related to educational achievement in various learning areas, the report is presented in three chapters. Chapter I examines instruments used to measure recognition of the elements of art, knowledge of art history, and knowledge of criteria for making aesthetic judgments. Comparative results for students in the three age groups are presented. Chapter II offers a comprehensive picture of overall average national performance and reveals results for different subgroups within the national population. Chapter III summarizes assessment results and discusses implications of the results for art educators, parents, and interested members of the community. Findings indicated that students encountered more difficulty with factual questions than with judgmental questions; possessed high interest in and involvement with Western art, even when their knowledge level was not particularly high; and knew more about art when they participated in many types of art activities. Areas identified as worthy of further consideration by art educators centered on curriculum emphasis, student attitudes, and student performance. Appendices include background questions posed to principals of all schools participating in the survey, tables of data, and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Results (Selective).

ED 155 125 SO 010 963  
Art Technical Report: Summary Volume.  
Selected Results from the First National Assessment of Art.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.;  
Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NAEP-06-A-21

Pub Date—Jun 78

Contract—OEC-0-74-0506

Note—38p.; Not available in hard copy from EDRS due to small type size of much of the original document; Funding information on page iii has been removed by ERIC; For a related document, see TM 006 981

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$6.15 paperback)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Affective Measures, Age Groups, \*Art, Cognitive Tests, Comparative Analysis, Data Analysis, \*Educational Assessment, Elementary Secondary Education, \*Knowledge Level, Measurement, \*National Surveys, Race, \*Student Attitudes, Student Characteristics, Tables (Data)

Identifiers—First Art Assessment (1975),  
\*National Assessment of Educational Progress

Summaries of results are presented for student achievement on art exercises from a national art assessment program conducted during 1974-75. Two technical reports document the results of the national assessment. Exercise-by-exercise results are reported in the "Art Technical Report: Exercise Volume" (see TM 006 981). This report, a companion to the Exercise Volume, summarizes results across sets of exercises for various groups of students. The introduction explains how national percentages and differences from the national percentage were derived. Chapter one offers summary statistics on students' achievement on art knowledge exercises. Males' achievement levels were significantly higher than the national average. Blacks performed below the national level, and whites performed slightly above it at all ages. Chapter two reviews affective response summary data. Questions on this part of the assessment dealt with students' attitudes toward art and their open-mindedness toward different styles of art. Whites showed slightly more positive responses than did blacks. In general, degree of participation in art activities influenced degree of positive responses. Chapter three shows a juxtaposition of achievement levels for art knowledge and art affective responses by age groups. For example, it is shown that at age nine, more males than females were positively oriented toward art, but neither males nor females performed significantly differently from the national average on art knowledge. (AV) Primary type of information provided by report: Results (Technical Summary).

ED 156 598 SO 011 006  
Knight, Sarah S. Johnson, Eugene G.

Relating Art Experiences to Art Achievement: A Technical Paper.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Jul 78

Note—19p.; Exhibits 1 and 2 may not reproduce clearly in hard copy due to small type size of original document

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Measures, \*Art Appreciation, \*Art Education, Cognitive Tests, \*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Factor Analysis, \*National Surveys, \*Student Experience

Identifiers—First Art Assessment (1975),  
\*National Assessment of Educational Progress

This study examined the relationship of cognitive and affective objectives to art experiences using data from the 1974-75 national assessment of art. The 1974-75 assessment used art exercises to measure cognitive and affective objectives of nearly 27,000 students aged 9, 13, and 17. The cognitive exercises were designed to assess students' perceptions and responses to aspects of art, their knowledge perceptions and responses to aspects of art, their knowledge of specific artworks and artistic periods, and their ability to make and justify judgments about aesthetic merit and quality of works of

## CITATIONS

art. Affective exercises were aimed at securing information about students' general affective orientation toward art, their ability to recognize and express reasonably sophisticated conceptions of artworks and artists, and their openness toward artistic experimentation and unusual forms and styles of artwork. Students were questioned about their experiences with art: art done outside of school; visits to art museums or galleries; collecting art; and learning art or taking art classes in school. Singular Value Decomposition and Principal-Component analyses were used. These results suggest positive relationships between art experiences and performance on knowledge and affective exercises. Findings showed that the more art experiences students have the greater percentage of correct or desirable responses to cognitive and affective exercises. (Author/BC) Primary type of information provided by report: Results (Background Variables) (Special Analyses).

**ED 166 122** SO 011 515  
**Attitudes toward Art. Selected Results from the First National Assessment of Art.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.  
 Report No.—NAEP-06-A-03  
 Pub Date—May 78  
 Contract—OEC-0-74-0506  
 Note—59p.; Funding information on inside front cover has been removed by ERIC; Photographs throughout document may not reproduce clearly  
 Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$2.40, paper cover)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Academic Achievement, Aesthetic Education, \*Art Education, \*Attitude Change, Creativity, Data Analysis, \*Educational Assessment, Educational Needs, Educational Objectives, \*Educational Research, Elementary Secondary Education, Evaluation Criteria, Knowledge Level, Learning Activities, Museums, Questionnaires, Socioeconomic Influences, \*Student Attitudes, Student Interests, Surveys, Tables (Data)  
 Identifiers—First Art Assessment (1975), \*National Assessment of Educational Progress  
 Information is presented from a study of achievement and interest among students in age groups nine, 13, and 17 in the area of art education. Major objectives of the study were to generate information on how much time students spend enjoying works of art, how important they perceive art to be, how they evaluate works of art, what types of art they prefer, and differences among art activities and attitudes of students in different socioeconomic groups. The document is presented in five chapters. Chapter I concentrates on

students' appreciation of art. Findings indicated that substantial numbers of students value art and pursue it in some form. Chapter II presents detailed information about student perceptions of art. Findings indicated that a majority of young people appreciate art but do not indicate a broad or sophisticated understanding of the nature or function of art in American culture. Chapters III and IV examine young people's general criteria for evaluating works of art. The final chapter offers conclusions, including that students have little experience with art museums and galleries, display varying attitudes toward art depending upon their socioeconomic background, and that schools should place more emphasis on aesthetic education programs. (DB) Primary type of information provided by report: Results (Selective).

**ED 193 314** TM 800 629  
*Knight, Sarah S.*  
**Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Pub Date—79  
 Note—20p.  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Academic Achievement, Age Differences, Aptitude, \*Art, Elementary Secondary Education, Fine Arts, \*Freehand Drawing, Mathematics, National Surveys, Sciences, \*Sex Differences, Social Studies, \*Student Attitudes, Visual Arts  
 Identifiers—First Art Assessment (1975), National Assessment of Educational Progress  
 The National Assessment of Educational Progress reports data about levels of educational achievement of 9-, 13-, and 17-year-olds in several learning areas, including art, music, literature, reading, mathematics and science. Within each age group, females' and males' levels of art achievement were compared, and sex differences were contrasted with results from the other assessment areas. In the 1974 art assessment items fell into four categories: (1) affective involvement with art; (2) cognitive activities involved with art; (3) drawing and design skills; and (4) art participation background information. Conclusions show art as not having strong female or male dominance. Males' and females' drawing skills in particular show mixed percentages of success. Neither sex at any age level was very knowledgeable about art. Attitudes toward art differ with age. Sex related patterns of achievement in art are unlike those from literature and music; females conform to popular expectations in literature and music while they do not always in art. Achievement patterns vary across ages and topics with respect to male-female dominance and the science results show consistent male dominance throughout. (GK) Primary type of information provided by report: Results (Sex).

## A.1.ART.(2).(b)

3

### (2) Second Assessment

#### (b) Assessment Instrument

**ED 186 331** SO 012 573  
**The Second Assessment of Art, 1978-79. Released Exercise Set.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—NAEP-10-A-25  
 Pub Date—Apr 80  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—123p.; Photographs may not reproduce clearly in paper copy.  
 Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Tests/Questionnaires (160)  
**EDRS Price - MF01/PC05 Plus Postage.**  
 Descriptors—Art Appreciation, \*Art Education, Art History, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, Fine Arts, Knowledge Level, Multiple Choice Tests, \*National Surveys  
 Identifiers—\*National Assessment of Educational Progress, Second Art Assessment (1979)  
 The document presents multiple-choice exercises designed by the National Assessment of Educational Progress (NAEP) to measure the ability of students (ages 9 through 17) to recognize and describe various works of art. The objective is to provide classroom teachers easy access to released and tested art assessment materials. For each exercise, information is presented on objectives, time required, administration, photographic and source information, and age groups for which the exercise is most appropriate. Exercises and documentation are in loose leaf format to facilitate sorting and copying. Most exercises involve photographs of art works. The document is presented in three major sections. Section I reviews assessment procedures upon which the exercises are based and explains documentation which accompanies the exercises. Section II presents objectives used to develop the exercises (including that students should know about art and perceive and respond to various aspects of art), describes the content range of the exercises, and offers a directory of exercises. The final section, which comprises the bulk of the document, presents approximately 100 multiple-choice exercises. Students are directed to view photographs of art works and answer questions concerning major themes, quality, color intensity, and the importance of art to the human experience. (DB) Primary type of information provided by report: Assessment Instrument (Released Exercises).  
**ED 214 828** SO 013 945  
**The Second Assessment of Art, 1978-79. Released Exercise Set, Supplement.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; Na-

tional Inst. of Education (ED), Washington, D.C.  
Report No.—ISBN-0-89398-012-9; NAEP-10-A-25

Pub Date—Jan 82

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—496p.; For a related document, see ED 186 331.

Pub Type—Tests/Questionnaires (160) — Reports - Descriptive (141)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Affective Measures, Art Appreciation, \*Art Education, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, National Surveys, Scoring, Testing

Identifiers—\*National Assessment of Educational Progress, Open Ended Questions, Second Art Assessment (1979)

This publication contains some of the open-ended art exercises used by the National Assessment of Educational Progress in its 1978-79 assessment of the art ability of students ages nine through 17. The objective is to provide classroom teachers easy access to released and tested art assessment materials. The open-ended exercises required students to make a drawing or write a short essay. Copies of the multiple-choice exercises used in the assessment can be found in ED 186 331. Part I of the document briefly explains NAEP's assessment procedures and describes the documentation provided for the exercises. Part two includes the objectives and subobjectives used to develop and report the art exercises, a brief description of the content range of the affective exercises, and a list of released exercises with timing information. Part three, which comprises the bulk of the document, contains copies of the six released open-ended exercises, their scoring guides, and related documentation. (Author/RM) Primary type of information provided by report: Assessment Instrument; Released Exercises: Procedures (Scoring).

### (c) Procedures

ED 211 427 SO 013 806  
Procedural Handbook: 1978-79 Art Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-014-5; NAEP-10-A-40

Pub Date—81

Grant—NIE-G-80-0003

Note—86p.; For a related document, see ED 186 331.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$8.60).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administration, Art Appreciation, \*Art Education, Art History, Cognitive Ability, Data Analysis, Data Collection, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Evaluation Methods, Multiple

Choice Tests, Sampling, Scoring, Student Attitudes

Identifiers—\*National Assessment of Educational Progress, Second Art Assessment (1979).

This handbook describes the procedures used to develop, administer, and analyze the results of the 1978-79 art assessment of 9-year-olds, and 17-year-olds by the National Assessment of Educational Progress (NAEP). The primary purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The seven chapters cover objectives redevelopment, exercise creation, preparation of assessment booklets, sampling data collection, scoring, and data analysis. Each chapter explains the basic procedures used for the 1978-79 art assessment and contrasts the procedures to those used in earlier years (if there were changes). Appendices include definitions of reporting groups used by NAEP, forms used to gather background information about students and schools, response rates, computation of achievement measures, and procedures for smoothing respondent weights. A glossary of National Assessment terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

### (d) Results

ED 212 538 SO 013 858  
Art and Young Americans, 1974-79: Results from the Second National Art Assessment: Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-015-3; NAEP-10-A-01

Pub Date—Dec 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—116p.; For related documents, see ED 186 331 and SO 013 806. Some charts and photographs may not reproduce clearly from EDRS.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$8.90).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Art Appreciation, \*Art Education, Art Expression, Art History, Comparative Analysis, Design, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Knowledge Level, National Surveys, \*Student Attitudes

Identifiers—\*National Assessment of Educational Progress, Second Art Assessment (1979)

This report presents and compares the results of the first and second art assessments conducted by the National Assessment of

Educational Progress (NAEP) in 1974-75 and 1978-79. The achievement and attitudes of approximately 7,500 9-year-olds, 11,000 13-year-olds, and 13,500 17-year-olds were surveyed. The report consists of an introduction to the studies and six chapters. Major findings are discussed and survey information about the amount and kind of art experiences young Americans are having in and out of school is presented. The extent to which and the ways in which students value art are examined along with knowledge about art history and styles. How young people perceive, describe, analyze, and judge art is also investigated in detail. Results of a series of exercises requiring design and drawing skills are presented in a final chapter. Encouraging findings include the following. Nine-year olds' performance on the second assessment stayed much the same as it was in the first assessment. Museum visitation has increased for 9- and 13-year olds. Nineteen percent of the 17-year-olds and 15% of the 13-year-olds succeeded in putting expressive content into their drawings of angry people. There were also findings which were troublesome. Some examples include the following. Thirteen-year-olds declined 2.2 percentage points between assessments. Seventeen-year-olds declined 1.9 points between assessments. In general, tolerance for nonconventional art decreased considerably between 1974 and 1979. Appendix material includes art objectives and scoring guides for the drawing exercises. Primary type of information provided by report: Results (Selective) (Change). (Author/RM)



## b. CAREER AND OCCUPATIONAL DEVELOPMENT

### (1) First Assessment

#### (b) Assessment Instrument

**ED 059 119** SO 002 198  
**National Assessment of Educational Progress. Objectives for Career and Occupational Development.**  
 Education Commission of the States, Denver, Colo.  
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
 Pub Date—71  
 Grant—OEG-0-9-08771-2468-508  
 Note—81p.  
 Available from—National Assessment of Educational Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00; Quantity Discounts)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—Adult Vocational Education, \*Affective Objectives, Behavioral Objectives, \*Career Education, Career Guidance, Career Planning, \*Cognitive Objectives, \*Educational Objectives, Educational Planning, Guidance Objectives, Guidelines, Individual Development, National Norms, Research, Projects, Secondary Education, \*Vocational Education  
 Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress  
 Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by National Assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are: 1) to prepare for making career decisions; 2) to improve career and occupational capabilities; 3) to possess skills that are generally useful in the world of work; 4) to practice effective work habits; and, 5) to have positive attitudes about work. The major objectives are followed by subobjectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73. (JMB) Primary type of in-

formation provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

**ED 141 582** CE 011 544  
**National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.  
 Report No.—NAEP-05-COD-20  
 Pub Date—May 77  
 Contract—OEC-0-74-0506  
 Note—1,475p.; Not available in hard copy due to small print of original  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.**  
 Descriptors—\*Achievement Rating, \*Adolescents, Age Groups, \*Career Development, Career Education, \*Children, \*Educational Assessment, Educational Objectives, Job Skills, Measurement Instruments, National Competency Tests, National Surveys, Scoring, Skill Development, Tables (Data), Test Interpretation, \*Young Adults  
 Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress, United States  
 Exercises given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds, and young adults (ages 26-35) to measure achievement of five broad objectives of career and occupational development (COD) are contained in this document. (The exercises were administered by the National Assessment of Educational Progress (NAEP), an information-gathering project that surveys the educational attainments of the above four groups in 10 learning areas, one of which is career and occupational development—COD.) The COD released exercises are grouped according to the five objectives and their subobjectives, the objectives of which follow: (1) Prepare for making career decisions, (2) improve career and occupational capabilities, (3) possess skills that are generally useful in the world of work, (4) practice effective work habits, and (5) have positive attitudes toward work. The introduction provides an explanation of the exercises and the documentation pages, scoring, results, populations and subpopulations, sampling, computations, and data-table pages. The major portion of this report provides copies of the released exercises, complete documentation about administration and scoring procedures, and national results for each foil and/or scoring category. It is noted that this report may be useful to researchers who need detailed information about the exercises and State and local educators who want to use National Assessment exercises in their own assessment programs. (TA) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

**ED 145 200** CE 013 024  
**Scoring Guides and National Percentages of Response.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Note—158p.; For related documents see CE 013 023-026 and ED 059 119  
 Pub Type—Guides - General (050)  
**EDRS Price - MF01/PC07 Plus Postage.**  
 Descriptors—\*Achievement Tests, Adolescents, \*Answer Keys, Attitude Measures, Career Awareness, Career Development, Career Education, Children, Comparative Analysis, Educational Objectives, \*Scoring, Statistical Analysis, Test Interpretation, Work Attitudes  
 Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress  
 This book of scoring guides and national percentages is part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP—which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas—designed the kit to assist those faced with evaluating or assessing the need for career education programs.) The guides in this book show correct answers for every item included in the career and development test book (CE 013 025). In the case of open-ended items, categories of responses, with examples of responses scored in each category, are given. National percentages of response for each item for the ages it assessed are also included. (SH) Primary type of information provided by report: Assessment Instrument (Scoring Guides); Results (Exercise Level).

**ED 145 201** CE 013 025  
**Career and Occupational Development Items.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.  
 Note—78p.; For related documents see CE 013 023-026 and ED 059 119; Contains some small print  
 Pub Type—Tests/Questionnaires (160)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Achievement Tests, Adolescents, Attitude Measures, \*Career Awareness, \*Career Development, Career Education, Children, Educational Objectives, Tests, \*Work Attitudes  
 Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress  
 The career and occupational development items contained in this document are part of a kit consisting of four documents which

bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP—which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas—designed the kit to assist those faced with evaluating or assessing the need for career education programs.) The items presented are a part of the total COD assessment. They include tasks measuring self-appraisal skills, work-related experiences, knowledge about jobs, and attitudes towards work. (For the scoring guides to these items, see CE 013 024.) (SH) Primary type of information provided by report: Assessment Instrument (Released Exercises).

ED 192 079 CE 026 631  
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-COD-25.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-032-3

Pub Date—Oct 75

Note—500p.; Some pages will not reproduce well due to light and broken type. For other NAEP materials in ERIC see the first page of this document.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Adolescents, Adults, Career Choice, \*Career Development, Career Education, \*Career Planning, Children, Communication Skills, \*Decision Making, \*Employment Potential, Interpersonal Competence, Job Search Methods, \*Job Skills, Measures (Individuals), Self Concept, Values, Vocational Adjustment, \*Vocational Maturity, \*Work Attitudes  
Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress

This packet of materials provides a copy of the Career and Occupational Development exercises and complete documentation about administration and scoring procedures as released by the National Assessment of Educational Progress (NAEP). NAEP, an information-gathering project, used these exercises to survey the educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) in the learning area of career and occupational development. Introductory materials include an outline of NAEP data collection procedures and tables overviewing COD released exercises in terms of "assessment coverage." Table 4 gives a complete listing of the sixty-one exercises. Exercises are grouped according to five career and occupational development objectives and their nineteen subobjectives: (1) Prepare for making career decisions, (2) Improve career and occupational capabilities, (3) Possess skills that are generally useful in the world of work, (4) Practice effective work habits, and (5) Have

positive attitudes toward work. A key clarifies the exercise identification systems; exercise, scoring, and administration descriptors; and administration times. Each exercise is reproduced exactly as it was administered and is followed by a scoring guide. (YLB) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

### (c) Procedures

ED 133 350 TM 005 955  
Phillips, Donald L.

Category—Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Essay Tests, \*Guides, \*National Surveys, \*Occupational Tests, Reliability, \*Scoring, Young Adults

Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress

The Career and Occupational Development (COD) assessment of the National Assessment of Educational Progress (NAEP) was made up of about 70 percent free response exercises requiring hand scoring. This paper describes the techniques used in developing the "scoring guides" for these exercises and summarizes the results of two empirical studies of the application of these scoring guides. The guides used in the hand scoring were sets of nominal (descriptive) category systems. No attempt was made to arrange the categories along any ordinal continuum according to either quality or content. However, categories were considered to be either acceptable or unacceptable. The readers were given a scoring guide in which each category is given a descriptive title and illustrated by a number of sample responses. (RC) Primary type of information provided by report: Procedures (Scoring).

ED 145 199 CE 013 023  
Career and Occupational Development Kit. Instruction Manual.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—0-9-08771-2468(508)

Note—66p.; For related documents see CE 013 023-025 and ED 059 119

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Tests, Adolescents, Attitude Measures, \*Career Awareness, \*Career Development, Career Education, Children, Decision Making Skills, Educational Assessment, Educational Objectives, Guides, Job Skills, \*Sampling, Scoring, \*Skill Development,

Surveys, \*Testing, Test Interpretation, Work Attitudes, Young Adults  
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

This manual is part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP—which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas—designed the kit to assist those faced with evaluating or assessing the need for career education programs. Suggested uses also include using it to make general comparisons with NAEP national age-level results, as a diagnostic instrument, as a basis for generating a tailored career education evaluation instrument, and as suggestions for content or activities for career education programs.) Following a summarization of the COD objectives, this manual, in four chapters, provides information on how to use the materials in the kit, including how to administer the assessment items and how to interpret the results. Four appendixes comprise approximately half the document and include a guide to survey sampling (twenty pages); a table of items showing administration type, scoring type, and timing; definitions of National Assessment reporting groups; and National Assessment scoring rules for open-ended items. (Each of the remaining three documents in the kit focuses on one of the following areas: objectives for COD, assessment items, and scoring items and tallying results.) (SH) Primary type of information provided by report: Procedures (Evaluation) (Replication).

### (d) Results

ED 130 079 CE 008 480  
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-05-COD-01

Pub Date—Sep 76

Contract—OEC-0-74-0506

Note—77p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adults, \*Career Development, \*Daily Living Skills, \*Demography, Educational Assessment, Educational Experience, Family Characteristics, \*Job Skills, National Surveys, Research, \*Work Experience

Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress, United States

In this assessment of career and occupational development by the National Assessment of Educational Progress (NAEP),

## CITATIONS

work-related skills and knowledge of American adults (aged 26 through 35) are examined. The skills assessed are basic to many employment situations; knowledge about jobs involves both knowledge about facts common to many jobs and knowledge about specific jobs. Skill assessment covers the areas of computation and measurement, graphic and reference-materials, written-communication, and manual and perception. In addition to collecting data on national performance levels, the NAEP analyzes results from various groups within the national population. Chapters 1 and 2 present major findings, and definitions and methodology used in reporting the data. Chapters 3 through 8 provide exemplary exercises and a summary of results for the skills areas and job knowledge assessed. Chapter 9 describes results for variables which were conclusive or similar for the total population. Explanatory tables (24) and figures (32) are provided throughout the document. The appendix shows the mean differences from national performance and the standard error. (WL) Primary type of information provided by report: Results (Selective).

**ED 135 987** CE 009 870  
An Assessment of Career Development:  
Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
Report No.—NAEP-05-COD-02

Pub Date—Jan 77  
Contract—OEC-0-74-0506

Note—41p.; Some tables may be marginally legible due to small print

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Ability, \*Basic Skills, Blacks, Communication Skills, Comparative Analysis, \*Dropouts, \*Educational Assessment, Educational Research, Geographic Distribution, \*Job Skills, National Surveys, Parent Background, Postsecondary Education, Racial Differences, Secondary Education, Sex Differences, \*Skill Development, Socioeconomic Background, \*Task Performance, Whites, Writing Skills  
Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress, United States

Since the U.S. Office of Education figures showed (at the time of this report) that on the average, 850,000 young people were dropping out of high school every year, 800,000 more were graduated from high school with no specific marketable skills, and 900,000 were dropping out of universities, junior colleges, and training schools, the study described in this report, conducted by the National Assessment of Educational Progress, was designed to determine what these different groups knew that would help them cope with the world of work. (Four age levels—9, 13, 17, and adults aged 26-35—were respondents in the study conducted during 1973-74.) This report presents, via summary

data, work-related knowledge and skills, or proficiency levels, of the four age levels and delineates the proficiency of each group according to such variables as region of the country, race (black and white), education level of parents, and size and type of community. Three chapters are included. Chapter 1 briefly discusses major findings. Chapter 2 contains definitions of the population groups and item sets analyzed in the study, and a description of the conventions used to report the data. Chapter 3 examines and compares statistical data relating to the different groups' levels of performance. Chapter 3 discusses implications. (SH) Primary type of information provided by report: Results (Selective).

**ED 137 604** CE 010 724  
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Nov 76  
Contract—OEC-0-74-0506

Note—55p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Adults, Age, Age Groups, Basic Skills, \*Career Development, \*Career Education, Decision Making, \*Educational Assessment, Educational Background, Elementary School Students, Family Income, \*Knowledge Level, Measurement Instruments, National Surveys, Occupational Information, Parent Education, Performance, Race, Secondary School Students, Statistical Analysis, Tables (Data)

Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Summary findings gathered by the National Assessment of Educational Progress (NAEP) in the 1973-74 national assessment of career and occupational development (COD) are reported. (NAEP is an information-gathering project that surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in ten learning areas: Art, COD, citizenship, literature, mathematics, music, reading, science, social studies, and writing.) Focus of the report is on 17-year-old levels of ability; results for the other age levels are also included. Data are reported in three areas: (1) Making Career Decisions (knowledge about one's own interest and abilities, work-related experience, job-related values, and results for population groups), (2) Knowledge about Jobs (specific and general job knowledge, national percentage for success, and results for population groups), and (3) Basic Skills (computation and measurement, graphic and reference materials, written communication, manual and perceptual, national percentages of success, and results for population groups). Results are reported for different population groups based on the following variables:

Males and females; blacks and whites, region, parental education, size and type of community, personal education, and family income. Data are reported in graph form. (TA) Primary type of information provided by report: Results (Overview).

**ED 145 202** CE 013 026  
When I Grow Up, What Will I Be?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—9p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Tests, \*Adolescents, Attitude Measures, \*Career Awareness, \*Career Development, Career Education, \*Children, Disadvantaged Youth, National Surveys, Occupational Aspiration, Sex Stereotypes, \*Test Results, \*Work Attitudes

Identifiers—First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress

This short booklet describes the results of the National Assessment of Educational Progress' (NAEP) survey of the knowledge, skills, and attitudes, of students aged nine, thirteen, and seventeen and young adults in America to determine their career and occupational development (which included many elements of career education). (The survey, conducted as one way of evaluating the need for career education programs, took place during the 1973-74 school year. It describes skill levels existing before large numbers of career education programs were implemented, and was intended to suggest areas to consider in designing, implementing, and evaluating career education programs.) Results presented are responses for the nine- and seventeen-year-olds and cover the following areas: looking for information (Where do you go to find out about possible careers?); job-seeking skills; job knowledge (duties, pay, and training requirements); job aspirations (What kinds of jobs do American young people look forward to? Are their aspirations in tune with today's economic realities?); sex stereotypes (interests, skills, aspirations); job discrimination; and differences in achievement. Sources of additional information on the National Assessment are included. (SH) Primary type of information provided by report: Results (Summary).

**ED 155 328** CE 016 085  
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—OEC-0-74-0506

Note—38p.; Some charts in this document may not reproduce well because of small print

Pub Type—Reports - Research (143)



**EDRS Price - MF01/PC02 Plus Postage.**  
**Descriptors—**\*Academic Achievement, Adults, Age Groups, Basic Skills, \*Career Development, \*Dropout Characteristics, Educational Background, \*Individual Differences, \*Knowledge Level, Performance Tests, Skill Development, Vocational Adjustment, Work Attitudes, Youth

**Identifiers—**First Career Occup Develop Assess (1974), \*National Assessment of Educational Progress

National performance for 17-year-olds in school, 17-year-olds not in school and young adults aged 26-35 in the area of career and occupational development (COD) was assessed to determine whether or not education status and career development skills are related. Within each of the groups, performance of various subgroups was examined, defined by sex, race, region of country, and parental education. The COD assessment measured performance in the major areas of knowledge and attitudes related to career planning, knowledge about jobs, and generally useful skills. Examination of the differences in average performance reveals that out-of-school 17-year-olds consistently perform less well than the in-school 17-year-olds. Differences in performance were greatest in the area of general knowledge about jobs and in three of the generally useful skill areas: written communication, computation and measurement, and graphic and reference materials (the fourth area being manual/perceptual skills). Corresponding differences do not separate performances of 17-year-olds attending school and adults. Average percentages of these two groups were close to identical on the four generally useful skill areas. The only area in which adults displayed a marked superiority was in knowledge about specific jobs. (TA) Primary type of information provided by report: Results (Interpretation).

**ED 176 019** CE 020 244  
**Career and Occupational Development**  
**Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—May 78

Contract—OEC-0-74-0506

Note—147p.; For related documents see ED 135 987, ED 137 604, and CE 016 085; Not available in hard copy due to small print  
 Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$24.-30)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Academic Achievement, Adult Education, Age Differences, Age Grade Placement, Age Groups, \*Career Development, Community Characteristics, \*Evaluation, Evaluation Methods, Job Skills, \*National Surveys, Occupational Information, Parent Background, Racial Differences,

Regional Characteristics, Research Reports, Sex Differences, Socioeconomic Influences, Work Attitudes, \*Young Adults

**Identifiers—**First Career Occupational Develop Assess (1974), \*National Assessment of Educational Progress, Self Awareness, \*Youth Work Experience

A survey was conducted in 1973-74 to assess career and occupational development among young Americans. The more than 100,000 individuals who participated nationally were divided into the four following age categories: nine-year-olds, thirteen-year-olds, seventeen-year-olds, and young adults ages twenty-six to thirty-five. Each group completed a group of exercises designed to assess knowledge or skills generally useful in the world of work, knowledge about jobs, self-appraisal skills, work-related experiences, and work-related values. The variables assessed were (1) region of the country and size and type of community; (2) educational level of parents and self, which included parental education, the relationship between grade and age, and the participant's own education and continuing education; and (3) sex, race, and socioeconomics, which included home environment and family income. (The results are presented in bar graphs, and the appendices provide probability levels of differences between reporting groups within variables and estimates of percentages of blacks, whites, other races, and nations for the young adult participants.) (ELG) Primary type of information provided by report: Results (Technical Summary).

## (2) Second Assessment

### (b) Assessment Instrument

**ED 143 829** CE 012 410  
**Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.**

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Note—95p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**Affective Objectives, \*Age Groups, Behavioral Objectives, Career Awareness, \*Career Development, \*Career Education, Cognitive Objectives, \*Educational Assessment, \*Educational Objectives, Young Adults, \*Youth

**Identifiers—**\*National Assessment of Educational Progress, Second Career Occup Develop Assess

Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories: (1) Knowledge, abilities, and attitudes relevant to career decisions and (2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several sub-

headings followed by the objectives for each of four age categories—ages 9, 13, 17, and 26-35. An outline of the objectives serves as an index, and a brief introductory chapter describes the procedures followed in developing these objectives (which are a revision of those used for the first national assessment of COD in 1973-74). Preface material includes notes on the major goals of the National Assessment of Educational Progress (NAEP), which gathers information about the knowledge, skills, understanding, and attitudes of young people ages 9, 13, 17, and 26-35 in 10 learning areas, one of which is career and occupational development (COD). A list of the advisory panel and of the subject-matter and lay people who reviewed the COD objectives is appended. (JT) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).



## c. CITIZENSHIP

## (1) First Assessment

## (b) Assessment Instrument

ED 033 871 SE 007 686  
 Citizenship Objectives.  
 Committee on Assessing the Progress of Education, Ann Arbor, Mich.  
 Pub Date—69  
 Note—57p.  
 Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (\$1.00)

## Document Not Available from EDRS.

Descriptors—\*Affective Objectives, \*Citizenship, \*Citizenship Responsibility, Civics, \*Cognitive Objectives, Educational Objectives, \*Social Responsibility, Social Sciences

Identifiers—First Citizenship Assessment (1970), National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop citizenship objectives. Ten general objectives are stated: "show concern for the welfare and dignity of others"; "support rights and freedoms of all individuals"; "help maintain law and order"; "know the main structure and functions of our governments"; "seek community improvement through active, democratic participation"; "understand problems of international relations"; "support rationality in communication, thought and action on social problems"; "take responsibility for own personal development and obligations"; "help and respect their own families"; and "nurture the development of their children as future citizens." Each objective is divided into sub-objectives, and behaviors are suggested appropriate for four chosen age levels: 9-, 13-, and 17-year olds, and adults. Appendices list the names of experts, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

## (d) Results

ED 043 098 EA 003 034  
 Dochterman, Clifford L.  
 National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results—Partial. July, 1970.  
 Education Commission of the States, Denver, Colo.  
 Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.  
 Pub Date—Jul 70  
 Note—16p.  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Academic Achievement, \*Citizenship, \*Educational Objectives, \*Evaluation, \*National Surveys

Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. Exercises concerning citizenship and its responsibilities were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights and seeks to show how widely particular citizenship knowledge and attitudes are held at each of these four age levels. A related document is EA 003 035. (Author/LLR) Primary type of information provided by report: Results (Summary) (National).

ED 049 112 SO 000 898  
 National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results—Partial. Observations and Commentary of a Panel of Reviewers. Education Commission of the States, Denver, Colo.  
 Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.  
 Bureau No.—BR-8-0771  
 Pub Date—Jul 70  
 Grant—OEG-0-9-08771-2468-508  
 Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.40)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Accountability, Achievement Rating, Adults, Attitude Measures, \*Citizenship, \*Educational Objectives, Elementary School Students, High School Students, \*Human Relations, Measurement Objectives, \*National Surveys, Political Attitudes, Political Socialization, Social Attitudes, Social Studies

Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

Although issued by the National Assessment program, this collection of interpretations of its citizenship findings does not necessarily reflect the views of the program. It is not the purpose of the program to interpret its own findings, but rather to encourage widespread examination of the assessment results through such efforts as this document. The panel of reviewers and their reviews are: 1) Jean Dye's National Assessment Citizenship Findings which draws implications of the findings for public school curricula; 2) Harold H. Eibling's Comments on the Preliminary and Partial Findings of National Assessment in the Area of Citizenship commenting on the assessment of citizenship itself; 3) Tobe Johnson's Critical Response to the National Assessment; 4) Lawrence E. Metcalf's The Citizenship Education Assessment: Strengths of the Report; and, 5) Thomas Rondeau's Reaction to National Assessment - Citizenship. For the complete report of the citizenship results, by age groups, see SO 000 899. (DJB) Primary type of information provided

by report: Results (Interpretation) (Summary) (National).

ED 049 113 SO 000 899  
 National Assessment of Educational Progress. Citizenship: National Results. Report 2.  
 Education Commission of the States, Denver, Colo.  
 Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.  
 Pub Date—Nov 70  
 Note—137p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

## Document Not Available from EDRS.

Descriptors—\*Accountability, Achievement Rating, Adults, \*Age Groups, Attitude Measures, \*Citizenship, Elementary School Students, High School Students, \*Human Relations, Measurement Instruments, Measurement Objectives, \*National Surveys, Political Attitudes, \*Political Socialization, Social Attitudes, Social Responsibility, Social Studies, Student Attitudes

Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

Citizenship is one of 10 subject areas selected for assessment of specific performance outcomes under the National Assessment Program. The Citizenship objectives are: 1) concern for the well-being of others, 2) support for individual rights and freedoms, 3) recognition of the value of just law; 4) knowledge of the main structure and functions of government, 5) participation in civic action, 6) understanding of the problems of international relations, 7) rational civic decision-making, 8) acceptance of the responsibility of self-development, and, 9) help and respect for the family. Some 90,000 subjects in four age groups (9, 13, 17, and 26-35 year olds) were tested in 2,500 schools or in their homes. Adequate representation was sought of: four national sections, urban and rural communities, major ethnic groups, both sexes, and varied economic and occupational backgrounds. The procedures followed this general pattern: 1) the development of objectives, 2) development, tryout, and revision of measurement instruments, 3) testing of the national sample, and 4) scoring, analysis, and reporting. One general result was evident: progress on most objectives from 9 to 17 years of age. The report includes the results (by age group) and the measurement instruments. Comparative results will appear in later reports. Related documents are ED 043 098 and SO 000 898. (DJB) Primary type of information provided by report: Assessment Procedures (Released Exercises); Results (Exercise Level).

ED 063 196 SO 002 917  
 Campbell, Vincent N. And Others  
 National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.  
 Education Commission of the States, Denver,

Colo.  
Spons Agency—Office of Education  
(DHEW), Washington, D.C.  
Report No.—NAEP-6  
Pub Date—Jul 71  
Note—121p.

EDRS Price - MF01/PC05 Plus Postage.  
Descriptors—\*Academic Achievement,  
\*Accountability, Achievement Rating, Age  
Differences, Behavioral Objectives, \*Citi-  
zenship, \*Educational Objectives, Element-  
ary School Students, High School  
Students, Measurement Objectives, \*Na-  
tional Surveys, Political Attitudes, Political  
Socialization, Sex Differences, Social Stu-  
dies

Identifiers—First Citizenship Assessment  
(1970), \*National Assessment of Educa-  
tional Progress

Information on assessment of citizenship  
achievement is presented in this report which  
compares 1970 first assessment results for the  
two sexes, four regions of the country, and  
four community sizes. Age groups assessed  
were 9, 13, 17, and 26 through 35 age group;  
geographical regions were Northeastern,  
Central, Western, and Southeastern; and  
community sizes were large cities, urban  
fringes medium size cities, and smaller towns.  
Achievements were assessed for nine major  
citizenship goals. Results are presented as  
percentages of the respondents who gave the  
desired response on each item. Findings show  
that boys and girls achieved about equally at  
age 9, with a male advantage of about 1%  
beginning at age 17 and increasing at the  
adult level. The Northeastern, Central, and  
Western regions achieved at similar levels,  
while the Southeast performance usually fell  
below. Among community sizes, average dif-  
ferences for citizenship results as a whole  
were small and fairly consistent across age.  
Appendices include group definitions, citi-  
zenship objectives, results for released and  
unreleased exercises, and procedures for es-  
timating reliability of differences. Related  
documents are ED 049 111, ED 049 113 and  
ED 051 246. (Author/SJM) Primary type of  
information provided by report: Results (Sub-  
group).

ED 068 407 SO 004 661  
*Norris, Eleanor L. And Others*

National Assessment of Educational Pro-  
gress. Citizenship: Group Results B.  
Preliminary Report 9. 1969-70 Assess-  
ment. Parental Education, Color, Size and  
Type of Community.

Education Commission of the States, Denver,  
Colo.

Spons Agency—Carnegie Corp. of New  
York, N.Y.; National Center for Educa-  
tional Statistics (DHEW/OE), Washing-  
ton, D.C.

Report No.—NAEP-9

Pub Date—May 72

Note—267p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Academic Achievement,  
\*Accountability, Achievement Rating,  
Adults, Behavioral Objectives, \*Citi-  
zenship, Community Characteristics, \*Educa-  
tional Objectives, Elementary School  
Students, High School Students, Measure-

ment Instruments, Measurement Objec-  
tives, \*National Surveys, Parent  
Background, Political Attitudes, Political  
Socialization, Racial Differences, Social  
Studies, Socioeconomic Influences  
Identifiers—First Citizenship Assessment  
(1970), \*National Assessment of Educa-  
tional Progress

The objective of this report, the third in a  
series, is to compare and assess the citi-  
zenship achievement of four age groups by ed-  
ucational level of the parent, color of the  
respondent, and type of community. Previous  
citizenship assessment reports are described  
in ED 049 111, ED 049 112, ED 049 113,  
and SO 002 917. Citizenship exercises incor-  
porating forty objectives grouped into nine  
major citizenship goals were administered to  
respondents who indicated level of parent  
education. The color of each respondent was  
noted by the exercise administrator. Earlier  
National Assessment reports gave results for  
four sizes of community. A problem which  
occurs in interpreting results, the fact that  
characteristics such as color, type of com-  
munity, and parental education are highly  
related in the population sampled, was offset  
in this study by the use of balancing meth-  
odology. Findings for all ages combined  
show that, in general, respondents from ed-  
ucationally advantaged homes and affluent  
communities achieve substantially more than  
those from less advantaged settings. More  
specifically, findings show that: respondents  
whose parents had education beyond high  
school succeeded about 12% more often;  
those from affluent suburban neighborhoods  
succeeded about 11% over inner city areas,  
and over rural areas about 9% more often; and  
Non-Blacks succeeded about 11% more often  
than Blacks on the Citizenship exercises. Five  
appendices are included. (Author/SJM) Pri-  
mary type of information provided by report:  
Results (Subgroup).

## (2) Second Assessment

### (b) Assessment Instrument

ED 074 010 SO 005 628  
National Assessment of Educational Pro-  
gress. Citizenship Objectives for 1974-75  
Assessment.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Center for Educa-  
tional Statistics (DHEW/OE), Washing-  
ton, D.C.

Bureau No.—BR-8-0771

Pub Date—73

Grant—OEG-0-9-080771-2468

Note—54p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Accountability, Affective Ob-  
jectives, \*Citizenship, \*Citizenship Re-  
sponsibility, Civics, Cognitive Objectives,  
\*Educational Objectives, Evaluation,  
Measurement Objectives, Social Responsi-  
bility

Identifiers—Assessment, \*National Assess-  
ment of Educational Progress, Second Citi-  
zenship Social Studies Assess (1976)

The revised educational objectives for citi-  
zenship are presented in this booklet. (The  
original nine objectives are listed in ED 033  
871). Brief summaries of the history and goals  
of the National Assessment, the procedures  
for developing revised educational objectives,  
and the main changes in the citizenship ob-  
jectives precede the outline of revised objec-  
tives. Revision, undertaken by the American  
Institutes for Research, implied making the  
necessary additions, deletions and changes  
for updating. Seven major revised objectives  
identified are: 1) show concern for the well-  
being and dignity of others; 2) support just  
law and the rights of all individuals; 3) know  
the main structure and functions of their gov-  
ernments; 4) participate in democratic civic  
improvement; 5) understand important  
world, national, and local civic problems; 6)  
approach civic decisions rationally; and 7)  
help and respect their own families. Under  
each objective are listed several sub-objec-  
tives and a variety of behaviors appropriate  
for four target age levels: 9, 13, 17, and adults.  
Appendices list staff and participants in-  
volved in revising the objectives. Related  
documents are: ED 049 112; ED 049 113;  
ED 063 196; and ED 068 407. (SJ) Pri-  
mary type of information provided by report:  
Assessment Instrument (Objectives); Proce-  
dures (Objectives Development).

### (c) Procedures

ED 132 079 SO 009 605  
Education for Citizenship: A Bicentennial  
Survey. User Manual for Replicating the  
Citizenship Survey.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Center for Educa-  
tional Statistics (DHEW), Washington, D.C.  
Pub Date—Oct 76

Contract—OEC-0-74-0506

Note—100p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Answer Keys, \*Citizenship,  
Cognitive Measurement, Data Analysis,  
\*Educational Assessment, Elementary Sec-  
ondary Education, Evaluation Methods,  
\*Guidelines, Guides, Knowledge Level,  
Measurement Instruments, \*Public Affairs  
Education, Student Evaluation, \*Surveys,  
Tables (Data), Test Construction

Identifiers—\*Bicentennial, \*National As-  
sessment of Educational Progress, Second  
Citizenship Social Studies Assess (1976)

Procedures for assessing citizenship educa-  
tion among 13-year-old and 17-year-old stu-  
dents are outlined. The document is designed  
to be used by over 1,600 district and school  
personnel who have the responsibility for  
conducting assessments using the National  
Assessment of Educational Progress guide-  
lines (NAEP). It provides information on the  
assessment process, performing assessment  
tasks, and analyzing assessment results. Top-  
ics discussed in the 12 chapters include look-  
ing at requirements for replicating the NAEP  
survey; setting an assessment schedule; se-  
lecting students to be assessed; performing  
preassessment tasks, assessment tasks, and

## CITATIONS

postassessment tasks; scoring assessment booklets; and analyzing results and comparing them with NAEP data. Teachers are instructed to follow manual directions closely so that differences between individual students and the national sample will be the result of "real" causes rather than inconsistent assessment procedures. Five appendices include a discussion on survey sampling; scoring guides; listing of assessment questions, answers, themes, and objectives; citizenship objectives; and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Procedures (Replication).

### (d) Results

**ED 135 705** SO 009 824  
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
Report No.—NAEP-07-CS-01

Pub Date—Nov 76

Contract—OEC-0-74-0506

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20 paper cover)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, \*Citizenship, \*Civics, Data Analysis, Democratic Values, \*Educational Assessment, Educational Research, Knowledge Level, Measurement, \*National Surveys, Political Attitudes, Political Issues, Secondary Education, Social Attitudes, \*Social Studies, \*Student Attitudes, Tables (Data)

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

A survey of student attitudes and knowledge vis a vis the American political system is presented. Student performance in the areas of social behavior, political attitudes, political knowledge, and political education is described for 13- and 17-year-olds for seven variables—geographical region, sex, race, parental education, size and type of community, educational preparation, and political interest. The first chapter presents an overview of survey results. Findings indicate that 13- and 17-year-olds express similar social and political attitudes, have a high degree of respect for human rights, and favor political participation. The second chapter defines the variables and describes the conventions used to report the data. Social attitudinal trends, including opposition to discrimination, support for equal-housing opportunities and racial trust, are described in chapter three. An assessment of political attitudes is included in chapter four. Knowledge of criminal rights, court role, constitutional rights, presidential power, government functions, political parties, the United Nations, and methods of changing laws is measured in chapter five. The final

chapter discusses political education in the schools. Findings indicate that course work in civics is an important factor in student performance and interest. (Author/DB) Primary type of information provided by report: Results (Selective).

**ED 153 906**

SO 010 844

Mullis, Ina

Citizenship/Social Studies Achievement:

Trends over Time.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78

Note—22p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Gains, \*Achievement Rating, Achievement Tests, Behavior Change, \*Citizenship, \*Educational Assessment, \*Educational Trends, Elementary Secondary Education, Governmental Structure, Government Role, Knowledge Level, \*Performance, Performance Tests, Political Attitudes, Political Science, Skills, \*Social Studies

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The purpose of this paper is to use data from the National Assessment of Educational Progress to describe changes in performance within the subject area of social studies and citizenship education. The items from the citizenship and social studies national assessments illustrate that trends over time are not uniform within these subject areas. The first assessment of citizenship was conducted during 1969-1970 and the first assessment of social studies was conducted during 1971-1972. Both subject areas were reassessed in 1975-1976. The population sampled were 9-, 13-, and 17-year-olds. There are two main sections to the paper: the first describes and analyzes changes in political knowledge and attitudes, while the second describes and analyzes changes in social studies skills, knowledge, and attitudes. Trends indicated declining performance in the area of political knowledge and attitudes. Achievement levels dropped in all the content areas assessed, particularly in knowledge of government and political process. Students' valuing of constitutional rights and respect for others did not decline substantially. Changes in overall social studies achievement appeared related to age level: 9-year-olds showed no significant change; 13-year-olds achievement declined slightly; and 17-year-olds performance dropped substantially. (Author/JK) Primary type of information provided by report: Results (Change).

**ED 166 123**

SO 011 516

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational

Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NAEP-07-CS-02

Pub Date—Mar 78

Contract—OEC-0-74-0506

Note—77p.; Funding information on inside front cover has been removed by ERIC; Figures 1-16 may not reproduce clearly in hardcopy due to small print type of original document

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$2.45 paper cover)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, Age Groups, \*Citizenship, Comparative Analysis, Data Analysis, \*Educational Assessment, Educational Research, Elementary Secondary Education, \*Knowledge Level, National Surveys, \*Political Attitudes, \*Social Studies, Student Attitudes, Tables (Data), Trend Analysis

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This report summarizes a study of citizenship and social studies attitudes and knowledge conducted by the National Assessment of Educational Progress. The survey of citizenship was conducted during the 1968-69 and 1969-70 school years; the survey of social studies was administered during the 1971-72 school year. During the school year 1975-76, items from both assessments were reassessed to determine changes in performance. Test items emphasized political knowledge and attitudes in five major content areas: constitutional rights, respect for others, structure and function of government, political process, and international affairs. In this report, the first five chapters describe results for each of the five content areas. Chapter six gives results for different population subgroups, and chapter seven presents interpretive remarks about the data by experts in the fields of citizenship and social studies. Many tables and charts supplement the written text in each chapter. (AV) Primary type of information provided by report: Results (Change) (Selective).

**ED 168 922**

SO 011 578

Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-07-CS-21

Pub Date—Feb 79

Contract—OEC-0-74-0506

Note—227p.; Tables and indexes may not reproduce clearly due to small and light print type throughout original document; Funding information on inside cover page has



been removed by ERIC

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$22.-15)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Age Groups, \*Citizenship, Data Analysis, \*Educational Assessment, \*Educational Change, Educational Research, Elementary Secondary Education, Knowledge Level, Measurement Techniques, National Surveys, Skill Development, \*Social Studies, Statistical Analysis, Student Attitudes, Student Characteristics, Tables (Data)

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This report summarizes changes in student performance in the areas of citizenship and social studies, as measured by the National Assessment of Educational Progress. An initial assessment of citizenship was conducted in 1969-70, and an initial assessment of social studies was conducted in 1971-72. Both areas were reassessed in 1975-76. Because citizenship and social studies cover many similar topics, changes in performance in the two areas are reported here in terms of clusters of exercises covering areas such as political knowledge/attitudes and social studies knowledge/skills. Chapter I reviews development of the citizenship and social studies exercises, and describes procedures used to sample, administer, score, and analyze the exercises. Chapter II summarizes changes in mean percentages of acceptable responses for each age group for each of the major reporting categories and subcategories (i.e., social studies knowledge in economics, history, or political science). Chapter III describes changes in performance for student subpopulations based on factors such as geographic region, socioeconomic status, and sex. It also contains tables summarizing average performance of each group on different clusters of exercises. Appendices present additional data on technical and administrative procedures and nonresponse in assessment samples. (Author/AV) Primary type of information provided by report: Results (Technical).

ED 171 609 SO 011 683  
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
Pub Date—Dec 76

Contract—OEC-0-74-0506

Note—80p.; For a related document, see ED 135 705

Pub Type—Guides - Non-Classroom (055)  
— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, \*Citizenship, Data, \*Educational Assessment, Grade 8, Grade 11, Guides, Knowledge Level, \*National Surveys, Secondary Education, Tables (Data), \*Test Interpretation,

Test Results, \*Tests

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This manual, a supplement to the National Assessment of Educational Progress (NAEP) kit "Education for Citizenship: a Bicentennial Survey" (ED 135 705), provides question-by-question results for the national sample of 13- and 17-year-old students tested. After presenting a brief summary of the background, the introduction describes the purpose of the citizenship assessment kit, which was to measure student achievement in citizenship and social studies. Chapter two reviews requirements for replicating the NAEP assessment model so that valid data comparisons can be made. The third chapter explains how to read the NAEP survey results, the exact meanings of the column headings in the tables, and the possible percentage of error. The final chapter suggests an approach for studying and analyzing assessment scores. The appendix consists of four question-by-question tables, showing the percent correct and standard errors for all 13-year-olds, all 17-year-olds, 13-year-olds in the eighth grade, and 17-year-olds in the eleventh grade. The students are further differentiated according to geographic region, sex, race (black or white), level of parental education, and size and type of community. This supplement contains no summary level results since they can be found in ED 135 705. (CK) Primary type of information provided by report: Results (Exercise Level).

### (3) Third Assessment

#### (b) Assessment Instrument

ED 186 330 SO 012 572  
Citizenship and Social Studies Objectives: 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-13-CS-10

Pub Date—80

Grant—NIE-G-80-0003

Note—38p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, \*Citizenship, \*Citizenship Education, \*Citizenship Responsibility, Communication Skills, \*Educational Objectives, Elementary Secondary Education, Information Utilization, \*Social Studies, United States History, Values

Identifiers—\*National Assessment of Educational Progress, Third Citizenship Social Studies Assess (1982)

This publication outlines goals that a consensus of educators and lay persons consider important for K-12 citizenship and social studies education. In the 1981-82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third national survey of the citizenship and social studies achievements of 9-, 13-, and 17-year-olds. In

the past the citizenship and social studies assessments were conducted separately. Because there is a high degree of similarity between the goals considered important in both citizenship and social studies education, NAEP has combined the two areas into one comprehensive area for the 1981-82 assessment. This set of objectives is the product of that new combination. Five major citizenship/social studies objectives, each of which is then further broken down, are presented. Objectives I, II, and III focus on skills and understandings that enable people to study and evaluate themselves and their social and physical environment and to act as effective students. Objective I details skills necessary to acquire information. Objective II outlines the intellectual processes necessary to use information effectively. Objective III deals with examining one's own and others' personal beliefs and values and those skills that promote effective personal interactions. Objectives IV and V focus on understanding, appreciating, and participating in both the world community and the United States. Objective IV provides a view of human development, adaptation, and change. Objective V outlines significant aspects in the development of the United States. (Author/RM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

## d. LITERATURE

## (1) First Assessment

## (b) Assessment Instrument

**ED 041 009** TE 001 918  
*Norris, Eleanor L., Ed. Bowes, John E., Ed.*  
**Literature Objectives.**  
 National Assessment of Educational Progress, Ann Arbor, Mich.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Bureau No.—BR-8-0771  
 Pub Date—70  
 Grant—OEG-0-9-080771-2468(508)  
 Note—26p.  
 Available from National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies \$1.00; orders of 10 or more, 20% discount)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**  
 Descriptors—Adolescents, Adults, Children, \*Educational Objectives, English Instruction, Literary Criticism, \*Literary Discrimination, \*Literature, Reading Comprehension, \*Reading Development, Reading Interests, Reading Level, Standards  
 Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress  
 Literature experts, educators, and a national cross-section of interested laymen were gathered by the National Assessment of Educational Progress to define major objectives in literature instruction, to suggest tasks to sample these objectives and exhibit the achievements, interests, and attitudes of those exposed to literature, and to describe behavior expected of 10, 50, and 90 percent of the age groups in the study. They arrived at objectives (differing for the age levels of 9, 13, and 17, and for adults) which they considered appropriate for a national assessment in literature: (1) Read literature of excellence (implying an acquaintance with a wide variety of literary works and an understanding of the basic metaphors and themes through which man has expressed his values and tensions in Western culture). (2) Become engaged in, find meanings in, and evaluate a work of literature. (3) Develop a continuing, independent intellectual and emotional interest, curiosity, and participation in literature and the literary experience. (Some detailed examples of these goals for the various age groupings are provided, as well as lists of committee participants.) (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

**ED 077 019** CS 200 541  
**Literature: Released Exercises.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educa-

tional Statistics (DHEW/OE), Washington, D.C.  
 Report No.—NAEP-02-L-20  
 Pub Date—Apr 73  
 Note—330p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.95)  
**Document Not Available from EDRS.**  
 Descriptors—Characterization, Drama, \*Literary Criticism, Literary Devices, Literary Mood, \*Literature Appreciation, Metaphors, Mythology, \*National Surveys, Novels, Parody, Poetry, \*Reading Comprehension, \*Reading Habits, Reading Interests, Student Attitudes  
 Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress

This volume contains 1970-71 Literature assessment exercises (all in the public domain) which have been selected for release at this time by the National Assessment of Educational Progress. Information furnished for each exercise includes: the literature objective it was designed to measure, the theme (section) in which it appears, relevant scoring categories, the age level at which it was administered, the time allotment and mode of administration, and the results obtained on each exercise. Four themes comprise the volume: (1) Understanding Imaginative Literature, which contains five kinds of exercises to measure student ability to "read a work with literary comprehension"; (2) Responding to Literature, with exercises measuring the student's ability to "become engaged in, find meanings in, and evaluate a work of literature"; (3) Recognizing Literary Works and Characters, which assesses ability to recognize literary works, parodies of famous works, literary allusions, myths, and story patterns; and (4) A Survey of Reading Habits, which explores reading attitudes, preferences, and so on. (MF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (d) Results

**ED 072 461** CS 200 356  
**Highlights of the First National Assessment of Literature.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Pub Date—Nov 72  
 Note—38p.  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Adult Education, \*Elementary Education, English, \*Evaluation, Literary Criticism, \*Literary Discrimination, \*Literature, \*Literature Appreciation, Reading Comprehension, \*Secondary Education  
 Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress  
 This report describes highlights of the first National Assessment of Literature, a project of the Education Commission of the States. This assessment surveyed four major questions: How well do people understand literature? What and how often do they read? In

what ways and how well do people understand imaginative literature? How familiar are they with major characters and works of Western literature? The ages of the subjects tested were nine, thirteen, seventeen, and adults. Results were analyzed according to sex and region of the country. The report includes samples of the testing devices used for each of the four major questions, some of the responses received, and some of the generalizations derived from this survey. The authors note that each question did not receive equal assessment time, and that no one question could be exhaustively pursued in any one assessment year. They also note that the results may be interpreted in various ways depending on the reader's point of view. It is hoped that while the survey will not answer all or even many of the questions about the status of literary understanding in America, it will generate discussion and further research. (Author/DI) Primary type of information provided by report: Results (Overview).

**ED 077 002** CS 200 514  
*Brown, Rexford*  
**Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
 Report No.—NAEP-02-L-01  
 Pub Date—Mar 73  
 Note—212p.  
 Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.65)  
**EDRS Price - MF01/PC09 Plus Postage.**  
 Descriptors—Accountability, Adult Education, \*Elementary Education, English, \*Imagination, Literary Devices, \*Literary Discrimination, Literary Mood, Literary Styles, Literature, Literature Appreciation, Metaphors, \*Poetry, Puns, \*Secondary Education  
 Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress  
 This study includes exercises which assessed five rudimentary skills involved in understanding and interpreting imaginative literature. The study is one of a series by the National Assessment of Educational Progress, which gathers information about the educational attainments of 9, 13, and 17 year olds and adults (ages 26-35) in ten subject areas. This report includes the testing devices and detailed discussions and graphs of the results for exercises in (1) the rhythm and logic of poetry; (2) ability to recognize puns; (3) recognition of the tenor and vehicle of metaphors in poems; (4) "form similarity exercises," requiring people to choose the genre best describing similar types of writing; and (5) "inference exercises," requiring identification of the tone of a passage and a written defense of the answer. In addition to these topics, the study includes an abstract of the results, a discussion of how the results are presented, and a discussion of the limitations

of the data. An appendix presents the complete results for all of the exercises, including the national percentages, the standard errors, and the differences from the national figures for each group studied. (Author/DI) Primary type of information provided by report: Results (Topical).

**ED 077 020** CS 200 542  
*Brown, Rexford*

Responding to Literature: Theme 2, Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-L-02

Pub Date—Apr 73

Note—190p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.85)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Adolescents, \*Adults, \*Children, English, Evaluation, \*Literary Criticism, Literary Discrimination, Literature, \*Literature Appreciation, Poetry, Short Stories

Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress

This study presents the second of four reports of the results of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to the subjects' ability to become engaged in, find meanings in, and evaluate a work of literature. Respondents made verbal remarks about poems and stories; these remarks were taperecorded and classified according to four categories developed by Alan Purves and Victoria Ripperre: engagement-involvement, perception, interpretation, and evaluation. The respondents also wrote essays about stories or poems; these essays were classified as inadequate, barely adequate, adequate, or superior. The bulk of this report consists of sample responses to the exercises; judgments about the worth and implications of the responses are left to the reader. (Some charts have poor reproducibility due to type size; pages 179-231 containing statistical data of results are omitted because of nonreproducibility due to type size.) (DI) Primary type of information provided by report: Results (Topical).

**ED 078 366** CS 000 569  
*Johnson, Simon S.*

A Survey of Reading Habits: Theme 4, Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-L-04

Pub Date—May 73

Note—157p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Attitude Measures, Community Characteristics, Geographic Regions, \*Literature Appreciation, \*National Surveys, Racial Differences, Reading Development, \*Reading Habits, Reading Interests, Reading Research, Sex Differences

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Provided by the National Assessment of Educational Progress are the exercises in and results of a survey to determine attitudes toward literary instruction and to discover what types of literature individuals read and how often they read. Overall national results and results for such categories as region, sex, color, parental education, and size and type of community are given for the four age groups involved—9 year olds, 13 year olds, 17 year olds, and adults (26-35). (Statistical data in Appendix A. p.147-261 is omitted because small type is nonreproducible.) (MF) Primary type of information provided by report: Results (Topical).

**ED 078 425** CS 200 537  
*Recognizing Literary Works and Characters: Theme 3, Literature.*

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-L-03

Pub Date—Apr 73

Note—133p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.60)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Adolescents, \*Adults, \*Children, English, Evaluation, Literary Criticism, \*Literary Discrimination, Literary Genres, \*Literature, Mythology, Parody, Poetry, Short Stories

Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress

This study presents the third of four reports of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to their ability to recognize literary works and characters. Five types of exercises were used: (1) an illustration of a well-known nursery rhyme, story, or poem; (2) parodies of famous poems; (3) allusions to some literary work or character; (4) a disguised myth or story pattern; and (5) straightforward questions about specific works and characters. Sample responses to the exercises and detailed results are included. The authors state that the ultimate goal of this study was to discover whether people could use their knowledge of literature to confront new situations, either in literature or in life. The judgment about what the pre-

sence or lack of this literary knowledge means is left to the reader. (Statistical data, pages 125-98, removed because small type size prohibits reproducibility.) (DI) Primary type of information provided by report: Results (Topical).

**ED 079 685** CS 000 615  
*Brown, Rexford G.*

Literature: Summary Data.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-L-00

Pub Date—Jun 73

Note—115p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Age Differences, \*Educational Diagnosis, Elementary Education, English Instruction, Fiction, Figurative Language, \*Literary Discrimination, \*Literary Genres, \*Literature Appreciation, Mythology, Parody, Poetry, Racial Differences, \*Reading Habits, Reading Interests, Secondary Education, Sex Differences

Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress

This section of the 1970-1971 National Assessment of Educational Progress presents summary data for the responses to literature assessment. Data is presented in graph and tabular form and discussed in detail for the educational attainments of nine year olds, thirteen year olds, seventeen year olds, and adults (ages 26-35). The data is also categorized according to region of the country, sex, color (blacks and whites), level of parental education, size and type of community, and size of community groups. The report assessed attainments in four areas or themes: (1) understanding imaginative language, (2) responding to literature, (3) recognizing literary works and characters, and (4) reading habits. Discussions are provided of how various groups performed on each of these themes, the results according to various objectives of the assessment, and how the various age groups performed on these themes. (DI) Primary type of information provided by report: Results (Technical Summary).

## (2) Second Assessment

### (b) Assessment Instrument

**ED 113 737** CS 202 323  
*Literature Objectives; Second Assessment.*

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—75

Note—18p.

Available from—National Assessment of

## CITATIONS

Educational Progress, Education Commission of the States, 1860 Lincoln Street, Suite 700, Denver, Colorado 80203 (\$1.00, make checks payable to Education Commission of the States)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavioral Objectives, Comprehension, Creative Writing, \*Educational Objectives, \*Emotional Response, English Instruction, Listening, \*Literature, \*Literature Appreciation, National Surveys, Reading, Values

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The literature advisory group—comprised of English teachers at all levels, language arts supervisors, and professionals with a national perspective—convened in March 1972 to begin the revision of the literature objectives which had been created in 1965-66 by the National Assessment of Educational Progress. In this booklet, literature is defined as language used imaginatively to communicate ideas and feelings, express perceptions, provide interpretations, and present visions of human experience. Literature exists in all cultures at all times and appears in oral, written, and enacted forms. The advisory committee intended that the three major objectives be seen as a sequence of increasingly complex activities. The first objective emphasizes immediate experience with literature—the witness must be aware of imaginative language. The second objective emphasizes the ways in which the observer can participate in an experience with literature, and the third objective emphasizes literature as a cultural phenomenon. Two appendixes list the participants for the literature objectives conference and for the review conference. (LL) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

tional Progress, Second Literature Third Reading Assessment (1980)

The results of the 1979-80 reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) are contained in this report. In addition to the national results, the report describes the performance of 9-, 13-, and 17-year-old students in various cohorts defined by geographic region, sex, race/ethnicity, parental education, and size and type of community. The primary focus of the report is upon the written responses of students to works of literature when they were asked to analyze them, defend their initial reactions to the works, evaluate works, or simply respond to them in any way they deemed appropriate. In addition, the report provides information about the students' reading habits and attitudes, as well as their knowledge of literary works, characters, and conventions. The findings presented in the report indicate (1) that most students lacked systematic strategies for examining what they read in order to understand it fully, and (2) that although students could make sound initial responses to works, they did not appear to know how to support or explain their responses in any but the most superficial ways. The report discusses the implications of the findings and suggests that school administrators and teachers take a variety of steps to address the problems raised by them. Primary type of information provided by report: Results (Selective) (Change). (FL)

## (d) Results

ED 209 641 CS 006 351  
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-110-9; NAEP-11-L-01

Pub Date—Oct 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—82p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, \*Critical Reading, \*Critical Thinking, Elementary Secondary Education, \*Literature Appreciation, \*National Competency Tests, Reading Comprehension, Reading Skills, \*Student Evaluation, \*Writing Skills

Identifiers—\*National Assessment of Educa-



## e. MATHEMATICS

## (1) First Assessment

## (b) Assessment Instrument

ED 063 140 SE 013 711  
 Norris, Eleanor L. Bowes, John E.  
 National Assessment of Educational Progress, Mathematics Objectives.  
 Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date—70  
 Note—41p.

Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (\$1.00)

EDRS Price - MF01/PC02 Plus Postage.  
 Descriptors—\*Educational Objectives, Elementary School Mathematics, Evaluation, \*Mathematics Education, \*National Competency Tests, National Surveys, Secondary School Mathematics

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

After a brief summary of their development, the mathematics objectives of the National Assessment of Educational Progress are classified under three dimensions: (1) The Use of Mathematics dimension has three levels: social, technical, and academic. Within each level, a hierarchy of subject matter and skills from easy (90 percent correct) to very hard (10 percent correct) is projected; (2) The Content domain includes all mathematics currently taught in the elementary and secondary schools of the nation, up to but not including the calculus. This content is listed under 17 main headings; and (3) The Objectives or Abilities dimension has six levels: recall, manipulation, understanding concepts, solving problems, open-ended applications, and appreciation of mathematics. The general nature of the tasks within each level is described, and the specific topics for each age (9, 13, 17, and adult) are listed; but no illustrative test items are included. (MM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 138 468 SE 022 479  
 Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—Feb 77

Contract—OEC-0-74-0506

Note—1,412p.; For related document, see ED 129 636; Not available in hard copy due to marginal legibility of original document; Pages 329-344 missing from document prior to shipment to EDRS

Available from—Superintendent of Documents, U.S. Government Printing Office,

Washington, D.C. 20402 (no price quoted)  
 Pub Type—Reports - Research (143)

EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement, \*Educational Assessment, Educational Research, Elementary School Mathematics, Elementary Secondary Education, Evaluation, \*Item Analysis, \*Mathematics Education, National Competency Tests, Secondary School Mathematics, Surveys, \*Test Results

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Included in Chapter 1 of this report are background information on the 1972-73 mathematics assessment; details of the computational formulas used in reporting results; and explanations of the technical documentation, exercise presentation, documentation pages, scoring guides, and data tables for released and unreleased exercises. The remainder of this volume consists of four appendices. In Appendix A, the mathematics objectives measured by the exercises are discussed. Appendix B contains an outline of the fifteen mathematics content areas covered by the assessment. Appendix C is devoted to the released mathematics exercises. Included for each of the released exercises are a copy of that exercise as presented to respondents, a documentation page, a scoring guide for free-response or open-ended exercises, and a complete data table. Appendix D covers the unreleased mathematics exercises and includes a documentation page and a limited data table for each of the exercises. Both appendices C and D are organized according to the fifteen mathematics content areas. (DT) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (d) Results

ED 102 029 SE 018 770  
 Math Fundamentals: Selected Results from the First National Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-04-MA-01

Pub Date—Jan 75

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-MA-01; \$1.10)

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Size, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, \*Mathematical Applications, \*Mathematics Education, \*National Surveys, \*Number Concepts, Research, \*Testing

Identifiers—First Mathematics Assessment

(1973), \*National Assessment of Educational Progress

This report, the first of several to be published on the results of the 1972-73 assessment of mathematics, begins with a brief general discussion of the project. The findings with respect to pure computation and computation with translation are then presented in some detail. Data collected from subjects at four age levels (9, 13, 17, and adult) are presented; these data relate to skill at performing the four basic operations, separately and in combination, ability to compute with fractions, translation (word problems), and approximation. Several sample problems and response patterns are presented and discussed. Group results are summarized; results are also analyzed on the bases of sex, race, geographical region, educational level of parents, and size and type of community. (SD) Primary type of information provided by report: Results (Selective).

ED 111 696 SE 019 754  
 Consumer Math: Selected Results from the First National Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NAEP-04-MA-02

Pub Date—Jun 75

Note—49p.; For a related document, see ED 102 029

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 04-MA-02, \$1.05)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement, Comparative Analysis, \*Consumer Education, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, \*Mathematical Applications, \*Mathematics Education, National Surveys, Postsecondary Education, Racial Differences, \*Research, Sex Differences, Surveys, Testing

Identifiers—Consumer Mathematics, First Mathematics Assessment (1973), \*National Assessment of Educational Progress  
 This report focused upon mathematical skills needed by the American consumer to function effectively in the marketplace. The nationwide assessment was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). Respondents at four age levels were included: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The items on consumer mathematics skills were administered to individuals (probability samples) chosen in such a way that results could be generalized to an entire national population. The first chapter of the report describes results for problems involving money, using such skills as averaging and calculating percent and proportion. Chapter 2 discusses results of household problems involving estimating unit



prices and converting units of measure. Chapter 3 examines the ability to read and interpret graphs. Chapter 4 deals with skill in computation of averages and percents. Chapter 5 summarizes the results. Data are reported for various groups within the national population. (JBW) Primary type of information provided by report: Results (Selective).

**ED 127 198** SE 021 245  
National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NAEP-04-MA-00

Pub Date—Oct 75

Note—64p.; Contains small print in Figures Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Mathematics Report Number 04-MA-00, \$1.25)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Ability, \*Educational Assessment, \*Educational Research, Elementary Education, Evaluation, Higher Education, Mathematical Concepts, \*Mathematics, Mathematics Education, \*National Surveys, Secondary Education, \*Student Characteristics

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

This report summarizes the results of a nationwide survey of the mathematical ability of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The study was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). The mathematics assessment included six major content areas: numbers and numeration, measurement, geometry, variables and relationships, probability and statistics, and consumer mathematics. Each chapter summarizes results for one content area and indicates trends in ability illustrated by results for selected exercises. Concepts from all content areas are usually introduced at the elementary level and are then reinforced and expanded at higher age levels. In addition to age levels, the assessment also provides results for the following groups within the national population: sex, race, region of the country, level of parental education, and size and type of community. Results for the different population groups are not given for each content area but are discussed in the data summary from all content areas. (Author/MH) Primary type of information provided by report: Results (Overview).

**ED 129 636** SE 021 544  
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educa-

tion Statistics (DHEW), Washington, D.C. Report No.—NAEP-04-MA-21

Pub Date—Sep 76

Contract—OEC-O-74-0506

Note—181p.; Not available in hard copy due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type— Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Achievement, \*Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Evaluation, \*Mathematics Education, National Competency Tests, \*National Surveys, Research, Secondary School Mathematics, \*Surveys

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

The purpose of this report is to summarize the results of the National Assessment of Educational Progress Project's 1972-73 assessment of mathematics. Chapter 1 gives details concerning the sample and the data analysis procedures that were used. Each of the next six chapters focuses on results in one of the following major content areas: numbers and numeration, measurement geometry, variables and relationships, probability and statistics, and consumer mathematics. The final chapter provides summaries across content areas of results grouped by sex, race, region of the country, parental education, and size and type of community. Appendices contain significance charts by group for each major content area at each age level and data on the number of responses by group at each age. (DT) Primary type of information provided by report: Results (Technical Summary).

## (2) Second Assessment

### (b) Assessment Instrument

**ED 156 439** SE 024 326  
Mathematics Objectives: Second Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—OEC-O-74-0506

Note—52p.; Contains occasional small print Pub Type— Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Assessment, Elementary School Mathematics, \*Elementary Secondary Education, \*Evaluation, \*Mathematics Education, \*Objectives, Secondary School Mathematics, \*Test Construction, Testing Programs, Tests

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Procedures for the development of the Second Assessment of Mathematics (1977-78)

by the National Assessment of Educational Progress are outlined following an overview of the National Assessment effort and the first assessment of mathematics during the 1972-73 school year. The framework for organizing the mathematics objectives for the second assessment is given as well as the development of several special topics to be assessed. Appendices contain a list of consultants for objectives, a content outline, and sample exercises. (MN) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

**ED 187 543** SE 030 868  
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 79

Contract—OEC-O-74-0506

Note—366p.; Not available in hard copy due to marginal legibility of original document.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Mathematics Education, National Competency Tests, National Surveys, \*Problem Sets, Test Construction, \*Testing, \*Test Items Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The purpose of this released exercise set is to provide easy access to some exercises from the National Assessment of Educational Progress (NAEP) second mathematics assessment, conducted in 1977-78. Part 1 of the text explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1977-78 mathematics assessment. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1977-78 mathematics assessment. Part 4 presents the classification scheme used to develop the released items used to measure changes in performance. Included are the exercises that were developed and assessed in the 1972-73 mathematics assessment and reused in the 1977-78 assessment. Part 5 contains two types of cross-reference tables. The remainder of the publication consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises developed for the 1977-78 assessment, in Appendix B, and the exercises measuring changes from the 1972-73 assessment of mathematics in Appendix C. (Author/MK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (c) Procedures

**ED 186 280** SE 030 759  
*Ward, Barbara*  
**Procedural Handbook: 1977-78 Mathematics Assessment.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—NAEP-09-MA-40  
 Pub Date—Apr 80  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—74p.  
 Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$3.70); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Academic Achievement, Data Analysis, \*Data Collection, \*Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Item Sampling, \*Mathematics Education, \*National Competency Tests, National Surveys, Sampling, Secondary School Mathematics, Statistical Analysis, \*Test Construction, Testing Programs  
 Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)  
 The National Assessment of Educational Progress (NAEP) has completed two assessments of mathematics, the first conducted in 1972-73 and the second during 1977-78. Each assessment surveyed the mathematics achievement of American 9-, 13-, and 17-year-olds, using a deeply stratified, multi-stage probability sample design. This report documents procedures used in the 1977-78 mathematics assessment and also describes changes in procedures between the assessments. Described are specific procedures to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items, and analyze results. Availability of materials providing information about the results of the assessment is summarized in the final chapter. (Author/MK) Primary type of information provided by report: Procedures (Overview).

## (d) Results

**ED 176 964** SE 028 819  
*Kahl, Stuart*  
**Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-MA-02  
 Pub Date—Aug 79  
 Contract—OEC-0-74-0506  
 Note—83p.; For related document, see SE 028 820

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 (\$4.65)

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Academic Ability, \*Achievement, \*Basic Skills, Computation, \*Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Concepts, \*Mathematics Education, \*National Surveys, Secondary Education, \*Student Characteristics  
 Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding, and application). This report describes performance on knowledge and skill items. The report includes results for mathematical knowledge in the areas of numbers and numeration, geometry and measurement. The results for skills are divided into computational skills (computation with whole numbers, fractions, decimals, integers, percent, and conversion between fractional form) and other mathematical skills (measurement, reading graphs and tables, geometric manipulations, algebraic manipulations and estimation skills). The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications, and recommendations, were made by a panel of persons active in the field. It was the judgment of this panel that while performance is generally satisfactory for knowledge and whole number computational skills, achievement in many other areas is below desired levels. Among the five recommendations is that the remedy for areas in which performance is not satisfactory should not be to expand rote drill and mechanistic teaching approaches but should strive to promote understanding. (PK) Primary type of information provided by report: Results (Selective).

**ED 176 965** SE 028 820  
*Ward, Barbara*  
**Mathematical Applications: Selected Results from the Second Assessment of Mathematics.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—NAEP-09-MA-03  
 Pub Date—Aug 79

Contract—OEC-0-74-0506  
 Note—66p.; For related document, see SE 028 819

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 (\$4.50)

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Academic Ability, \*Achievement, \*Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Applications, Mathematical Concepts, \*Mathematics Education, \*National Surveys, \*Problem Solving, Secondary Education, \*Student Characteristics  
 Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding and application). This report describes performance on application items. The report includes results for one-step word problems, problems about consumer situations, multi-step word problems, non-routine problems, and problems involving geometry, measurement, probability and statistics, graphs and tables, or reasoning making judgments. The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications and recommendations, were made by a panel of persons active in the field. The panel felt that the results implied that problem solving is a major area of concern in mathematics education. Among the panel's seven recommendations were an expanded definition of what is "basic" modification of textbooks to include a greater variety of problem-solving tasks and more emphasis on the teaching of problem solving. (PK) Primary type of information provided by report: Results (Selective).

**ED 177 011** SE 029 127  
*Ward, Barbara*  
**Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—NAEP-09-MA-01  
 Pub Date—Aug 79  
 Contract—OEC-0-74-0506  
 Note—43p.  
 Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, Colorado 80295 (\$1.75)  
 Pub Type—Reports - Evaluative (142) — Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Assessment, \*Educational Change, \*Educational Research, Elementary School Mathematics, Elementary Secondary Education, Evaluation, \*Mathematics Education, \*National Competency Tests, National Surveys, Secondary School Mathematics, Testing

Identifiers—Mathematical Assessment, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP) has completed two surveys of mathematics achievement of 9-, 13-, and 17-year-old students. The first was conducted during the 1972-73 school year and the second five years later, during 1977-78. This report describes changes in students' performance between the assessments. The overall results indicate some decline in mathematics achievement. Changes in performance differed by type of item and by age group. Declines became more apparent for older students. The results for whole number computation were generally satisfactory; however, results for problem solving were generally low and had declined. The assessment indicated a significant decline on mathematics understanding items only for 17-year-olds, while all three age groups declined on mathematics applications items. A panel chosen to interpret the results warned against placing too much emphasis on overall results and stated that changes for population groups or specific item types provide more meaningful information. The panel made seven recommendations for school mathematics. (MK) Primary type of information provided by report: Results (Change) (Selective).

ED 182 174 SE 029 967  
Kahl, Stuart

Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-MA-04

Pub Date—Dec 79

Contract—OEC-0-74-0506

Note—53p.; For related documents, see ED 176 964-965

Available from—Superintendent of Documents U.S. Government Printing Office, Washington, DC 20402 (no price quoted); NAEP, 1860 Lincoln Street, Denver, CO 80295 (\$3.85)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Ability, \*Achievement, \*Educational Assessment, \*Educational Research, Elementary Secondary Education, Evaluation, Geometry, Mathematical Concepts, \*Mathematics Education, Measurement, \*National Surveys, Number Concepts, \*Student Characteristics

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes: knowledge, skill, understanding, and application. This report describes performance on the understanding items. Included are results for understanding of numbers and numeration, variables and relationships, geometry, measurement, and various other topics. The report also contains group results, age-level comparisons and observations on the results. The observations, consisting of a historical perspective, implications of the results, and recommendations, were made by a panel of people active in the field of mathematics education. Among the panel's five recommendations were: (1) An expanded definition of what is "basic" in mathematics is crucial to foster students' ability to cope with different types of mathematical tasks; (2) There is a need to promote understanding of concepts and to link skill development to problem-solving activities; and (3) There is a need for more consistent and comprehensive teacher education in the mathematics area. (MK) Primary type of information provided by report: Results (Selective).

ED 186 279 SE 030 758  
Phillips, Donald L.

Mathematics Technical Report: Summary Volume.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-MA-21

Pub Date—Apr 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—158p.; Contains small and light type in Tables.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$12.10); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Change, Elementary School Mathematics, Elementary Secondary Education, Evaluation, \*Mathematics Education, \*National Competency Tests, National Surveys, Secondary School Mathematics, Statistical Analysis, Test Results

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This report summarizes the results of the National Assessment of Educational Progress 1977-78 assessment of mathematics. Chapter one provides general information

about mathematics assessments and includes discussion of the objectives, samples, exercises, statistics, and background variables of the assessment. Chapter two considers changes in performance between the first mathematics assessment conducted in 1972-73 and the second assessment being considered in this report. The third chapter describes performance for the nation and standard variable groups. Sections in this chapter include: region, sex, race/ethnicity, level of parental education, type of community, community size, and grade in school. Chapter four gives results for nonstandard variable groups. The two appendices discuss the estimation of standard errors and the source questions for special variables. (MK) Primary type of information provided by report: Results (Change) (Selective).

## (2) Third Assessment

### (b) Assessment Instrument

ED 211 352 SE 035 975  
Mathematics Objectives, 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-147-8; NAEP-13-MA-10

Pub Date—81

Grant—NIE-G-80-0003

Note—41p.; For related document, see ED 156 439. Contains occasional light type.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$2.10).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Objectives, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, \*Evaluation, \*Mathematics Education, Testing

Identifiers—Mathematics Education Research, Mathematics History, \*National Assessment of Educational Progress, \*Third Mathematics Assessment (1982)

This document describes the nature of the Third Assessment of Mathematics for the National Assessment of Educational Progress. Information about the first two assessments is provided to give background information and details on the framework for the third assessment. It is noted that objectives for the third assessment are based on the second, with revisions that reflect current content and trends in school mathematics. Information about the content domain is provided, with the six content categories discussed: numbers and numeration; variables and relationships; shape, size, and position; measurement; probability and statistics; and technology. Technology is measured by assessing the use of calculators and computer literacy. Five categories in the process domain are reviewed: knowledge, skill, understanding, application and problem solving, and attitudes towards mathematics. Ques-

**CITATIONS**

tions to be answered within each of the process categories are listed. The first of two appendices lists advisory committee members and consultants. The second provides additional information on three assessment topics: attitudes, the calculator, and estimation skills. (MP) Primary type of information provided by report: Assessment Instrument (Objectives).



## f. MUSIC

## (1) First Assessment

## (b) Assessment Instrument

ED 063 197 SO 002 918  
 Norris, Eleanor L., Ed. Bowes, John E., Ed.  
 National Assessment of Educational Progress. Music Objectives.  
 Education Commission of the States, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Grant—OEG-0-9-080771-2468-508

Note—29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Accountability, Achievement Rating, Applied Music, Behavioral Objectives, \*Educational Objectives, Elementary School Students, High School Students, \*Measurement Objectives, Musical Composition, Musical Instruments, Music Appreciation, \*Music Education, Music Reading, Music Techniques, Music Theory, \*National Surveys

Identifiers—First Music Assessment (1972), \*National Assessment of Educational Progress

Specific music objectives for which exercises were developed to assess music achievement, and actual procedures for establishing these objectives, comprise this brochure. The Educational Testing Service (ETS), awarded the task of developing music objectives in 1965, met with a group of experts in music to define the scope of music assessment. The panel viewed tasks and objectives as synonymous, pointing out that since music is a personal, aesthetic experience it is not easy to assess. With the advice of specialists, a final set of objectives, including attitudes, for music assessment was completed. Six broad major objectives, measured by certain proficiencies at specific age levels—9, 13, 17, and young adults 26 to 35—are for students to: 1) perform a piece of music; 2) read standard musical notation; 3) listen to music with understanding, perceiving the elements and structure of music; 4) to be knowledgeable about some musical instruments, terminology, methods, literature, and history; 5) know about musical resources of the community and seek musical experiences by performing music; and 6) make judgments about music, and value the personal worth of music. (Author/SJM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development)

ED 120 086 SO 009 018  
 Music Technical Report: Exercise Volume.  
 Music Report No. 03-MU-20.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Cen-

ter for Education: Statistics (DHEW), Washington, D.C.

Report No.—NAEP-03-MU-20

Pub Date—Dec 75

Note—1,016p.; For a related document, see ED 114 348; Not available in hard copy due to print size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 03-MU-20, \$10.10)

Pub Type—Reports - Research (143)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Achievement, Adult Education, \*Applied Music, \*Educational Assessment, Elementary Secondary Education, Evaluation, Knowledge Level, Music, Musical Composition, Music Appreciation, \*Music Education, \*National Surveys, Student Attitudes, Tables (Data), Vocal Music, Young Adults  
 Identifiers—First Music Assessment (1972), \*National Assessment of Educational Progress

This technical report contains the released musical exercises used and the assessment data collected in a nationwide survey of music education conducted by the National Assessment of Educational Progress (NAEP). Nine-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) were asked questions designed to measure their attitudes toward music and their achievement in or knowledge of musical performance, musical notation and terminology, instrumental and vocal media, and music history and literature. Although the report contains only one-half of the music exercises used in the survey, assessment data for all the exercises administered are provided. (Some exercise texts are unreleased at this time because NAEP will administer these exercises again in the future to determine whether the performance level of Americans has improved or declined.) Assessment data include percentage results for the national sample and for each of the subpopulation samples grouped by region, sex, race, parental education, and size and type of community. A cassette tape recording that presents the musical selections used as stimuli in many of the released exercises is available from NAEP. Also available are computer data tapes that contain the original, unanalyzed response data for all of the exercises. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (c) Procedures

ED 129 839 TM 005 455  
 Oldefendt, Susan J.  
 Scoring Instrumental and Vocal Musical Performances.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[Apr 76]

Note—12p.; Paper presented at the Annual Convention of the National Council on Measurement in Education (San Francisco, California, April 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Examiners, \*Music, \*National Surveys, \*Performance, \*Scoring, Skill Analysis, \*Test Construction, Testing, Training Methods, Vocal Music, Young Adults

Identifiers—First Music Assessment (1972), \*National Assessment of Educational Progress

The first National Assessment of Music, conducted in 1971-72, measured the knowledge, skills, and attitudes of 9 year olds, 13 year olds, 17 year olds, and young adults, resulting in estimates of proportions of people in the population who have certain attitudes toward music, knowledge about music terminology, notation and history, and musical performance skills. For the assessment of performance skills, new types of exercises and administration procedures were designed, and scoring criteria for the variety of performance tasks were developed. Standard instructions were given at all levels, and responses were recorded so they could be evaluated and scored later by trained music educators. The scorers counted errors in completeness, pitch, and rhythm, and the summary of these was the score for overall quality. In each category, the error rate determined whether a performance was "markedly deficient" or not. This development of methodologies for constructing items and scoring criteria for measuring musical performance skills across a wide range of abilities in the population was a pioneer effect. (BW) Primary type of information provided by report: Procedures (Scoring).

## (d) Results

ED 097 275 SO 007 842  
 Rivas, Frank W.

The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-03-MU-00

Pub Date—Aug 74

Note—41p.; For related document see SO 007 843

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-MU-00; \$0.60)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, \*Educational Assessment, Educational Research, \*Evaluation, Evaluation Methods, Fine Arts, \*Music, Music Activities, Music Appreciation, \*Music Education, Music Techniques, \*National Surveys, Tests, Theater Arts

Identifiers—\*National Assessment of Educa-

## tional Progress

For nine years the National Assessment of Education Progress has attempted to measure behaviors that are assumed to correlate with sensitivity to music and analytic skills typically taught in the classroom. These skills included musical performance, ability to use traditional notation, ability to discriminate and label instruments and voices, ability to recognize important aspects of music history and literature, and the disposition to listen to music and participate in musical activities. Eighty thousand individuals in four age groups were tested. Results indicate that performance, knowledge of notation and terminology, and knowledge of music history and literature rank the lowest. Knowledge of the names and sounds of musical instruments and general attitude towards music rank the highest. The general pattern is that people are involved at the simplest levels with the activity of music, while more specialized knowledge is lacking. (Author/DE) Primary type of information provided by report: Results (Overview).

ED 097 276

SO 007 843

Rivas, Frank W.

**A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-03-MU-02

Pub Date—Apr 74

Note—32p.; For a related document see SO 007 842

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 03-MU-02; \$0.45)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Curriculum Development, \*Educational Assessment, Educational Research, \*Evaluation, Evaluation Methods, Fine Arts, \*Music, Music Activities, Music Appreciation, \*Music Education, Music Teachers, \*Music Techniques, National Surveys, Tests, Theater Arts

Identifiers—\*National Assessment of Educational Progress

Since 1965 the National Assessment of Educational Progress has conducted a nationwide survey of musical abilities, during which 150 musical exercises have been administered to about 80,000 individuals in four age groups. Members of the Music Educators National Conference studied this survey to determine implications for the music teacher in terms of curriculum methods and priorities. Exercises were grouped into the following five categories: musical performance, knowledge of notation and terminology, recognition of instrumental and vocal media, knowledge of music history and literature, and attitudes toward music. Results of the exercises were generally low, although atti-

tudes toward music were positive. This led to the implication that music education programs are not taking full advantage of the positive attitude that people have toward music. The panel limited themselves to the discussion of national results, foregoing results by sex, color, region, parental education, and community type. (Author/DE) Primary type of information provided by report: Results (Interpretation) (Selective).

ED 099 270

SO 007 966

Rivas, Frank W.

**An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-03-MU-03

Pub Date—Sep 74

Note—41p.; ED 063 197; SO 007 842, SO 007 843 are related documents

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aesthetic Education, \*Educational Assessment, Educational Research, Evaluation, Group Activities, Music, Music Activities, Musical Instruments, \*Music Appreciation, \*Music Education, National Surveys, Singing, \*Student Attitudes, Vocal Music

Identifiers—First Music Assessment (1972), National Assessment of Educational Progress

Reactions to attitude items from the first national assessment of music expressed by a panel of music educators during a two-day conference on implications of the entire assessment are reproduced in this report. The panel states that aesthetic sensitivity is the ultimate goal of music education; however, the attitude items in the assessment do not measure sensitivity directly but measure "approach tendencies" which correlate to some degree with sensitivity. Six questions expanded upon in the assessment are: 1) How often do you seek out and listen to music that you like to hear on television, radio, records, or tapes? 2) How often do you attend live musical programs outside of school? 3) Are there any kinds of music that you like to listen to? 4) Do you like to sing? 5) Can you play a musical instrument? 6) What are your reactions to singing and playing an instrument in small and large groups? National statistics pertinent to each question and reactions from the music panel are presented. The same exercises are then analyzed according to region, sex, color, parental education, and community type. Concluding remarks are made by the panel about the usefulness of the data for education decision making. (JH) Primary type of information provided by report: Results (Selective).

ED 114 348

SO 008 734

**Music Technical Report: Summary Volume. Music Report No. 03-MU-21.**

Education Commission of the States, Denver, Colo. National Assessment of Educational

## Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-03-MU-21

Pub Date—Nov 75

Note—145p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Aesthetic Education, \*Applied Music, \*Educational Assessment, Elementary Secondary Education, Evaluation, Graphs, Musical Composition, Music Appreciation, \*Music Education, \*National Surveys, Student Attitudes, Vocal Music, Young Adults

Identifiers—First Music Assessment (1972), \*National Assessment of Educational Progress

The purpose of this report is to document the results of the 1971-72 national assessment of the music education of elementary-secondary students and young adults. Music exercises were given to a national probability sample of 9-year olds, 13-year olds, 17-year olds (including high school dropouts and early graduates), and young adults between the ages of 26 and 35. The music exercises administered treat the five themes of musical performance, musical notation and terminology, instrumental and vocal media, music history and literature, and attitudes toward music. Variables used for the data analysis of each of these themes include age, region of the country, sex, race, level of parental education, and size and type of community. This report shows the data analyses using graphs. No conclusions are drawn. Readers are expected to assimilate the data to draw their own conclusions. (Author/RM) Primary type of information provided by report: Results (Technical Summary).

ED 155 126

SO 010 968

**The First National Assessment of Musical Performance, Report 03-MU-01.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.

Report No.—NAEP-03-MU-01

Pub Date—Feb 74

Note—31p.; Not available in hard copy from EDRS due to small type size of parts of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55, paper cover)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ability, \*Academic Ability, Adults, Art Song, Comparative Analysis, Data Analysis, Elementary Secondary Education, Evaluation, \*Music, Music Reading, \*National Surveys, Singing, \*Skills, \*Stu-

dent Characteristics, Tables (Data), \*Task Performance  
Identifiers—First Music Assessment (1972),  
\*National Assessment of Educational Progress

The report summarizes results of a survey of musical performance abilities of Americans of various ages. During 1971 and 1972 a national assessment program was conducted to measure the musical abilities of nine-year-olds, 13-year-olds, 17-year-olds, and young adults from 26-35 years of age. Exercises were divided into five groups: singing familiar songs, repeating unfamiliar musical material, improvising, performing from notation, and performing a prepared piece. Results indicated that (1) in singing familiar songs, almost all individuals were able to maintain rhythmic patterns, but relatively few were accurate in pitch; (2) in repeating unfamiliar musical material, very few were able to repeat the melodic or harmonic patterns; and (3) in improvising melody, about half of the individuals from all four age groups attained acceptable scores. Very few individuals were able to accurately sight-read a line of music, either vocally or instrumentally. Although 25% of the population claimed to play an instrument, very few were able to give acceptable performances. A concluding section discusses performance levels of subgroups according to sex, race, parental education, region, and community type. (Author/AV) Primary type of information provided by report: Results (Selective).

## (2) Second Assessment

### (b) Assessment Instrument

ED 183 434 SO 012 349  
Music Objectives: Second Assessment.  
Education Commission of the States, Denver,  
Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—OEC-0-74-0506

Note—26p.

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, CO 80295 (\$1.30)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Academic Achievement, Applied Music, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, \*Evaluation, \*Music, Musical Composition, Music Appreciation, \*Music Education, Music Theory

Identifiers—\*National Assessment of Educational Progress, Second Music Assessment (1979)

The document describes the development of objectives and presents objectives formulated by music educators, lay individuals, and the National Assessment of Educational Progress (NAEP) staff in 1973. Objectives from the first music assessment were reappraised, reviewed, and revised to include

greater breadth of application, greater emphasis on the affective domain, greater variety of music styles, and the use of music training background to provide context. Recommendations concerning assessment content and administration included that objectives be based on aurally presented materials and administered by persons who have had music training. Depth of coverage should also be increased with age level. The objectives are presented in five categories, which focus on the students' involvement in performing, creating, and responding to music. Category I measures how the student values music as an important realm of human experience, including responsiveness; acquaintance with music from various nations, cultures, periods, and ethnic groups; importance of music personally; and ability to make and support aesthetic judgments. Category II focuses on the ability to perform, while Category III measures the ability to create musical expression. Category IV measures the ability to identify the elements and expressive controls of music, such as rhythm, pitch, tone, and musical terms. Category V focuses on the ability to identify and classify music historically and culturally. (CK) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 194 399 SO 012 915  
The Second Assessment of Music, 1978-79.  
Released Exercise Set.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.;  
National Inst. of Education (DHEW), Washington, D.C.

Report No.—10-MU-25

Pub Date—Apr 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—177p.; Not available from EDRS in paper copy due to fading ink throughout much of the original document. Photographs may not reproduce clearly from EDRS in microfiche.

Available from—Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, CO 80295 (\$13.80)

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Affective Objectives, Cognitive Objectives, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, \*Music, Music Appreciation, \*Music Education, Student Attitudes, \*Tests

Identifiers—National Assessment of Educational Progress, Second Music Assessment (1979)

The document presents exercises, documentation, and summaries from the second assessment of music by the National Assessment of Educational Progress (NAEP). Objectives were to test 9-, 13-, and 17-year-old students' ability to value music as an impor-

tant realm of human experience, to identify the elements and expressive controls of music, and to identify and classify music historically and culturally. The document is divided into three parts. Part I discusses the process that occurred during the various stages of development of the assessment, describes the assessment procedures, and outlines the documentation that accompanies each exercise. Part II lists the cognitive and affective objectives and subobjectives and discusses guidelines for the degree of emphasis to be placed on each. Part III presents the 86 exercises which are mainly multiple choice items. Documentation accompanies each exercise, noting the objective and subobjectives, exercise type, administration mode, stimulus used, age group, total time in seconds, and source information when relevant. For the six open-ended exercises, scoring guides are included. Correct answers are marked on the exercise sheets. Unlike the first assessment, no performance or creative music writing exercises are included. (CK) Primary type of information provided by report: Assessment Instrument (Released Exercises).

### (c) Procedures

ED 211 413 SO 013 779  
Procedural Handbook, 1978-79 Music Assessment.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-188-5; NAEP-10-MU-40

Pub Date—Dec 81

Grant—NIE-G-80-0003

Note—83p.; For a related document, see SO 013 741.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$7.70).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—\*Administration, Cognitive Ability, Data Collection, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*Music, Music Education, National Surveys, Sampling, Scoring, Student Attitudes

Identifiers—\*National Assessment of Educational Progress, Second Music Assessment (1979)

This handbook describes the procedures used to administer and analyze the results of the 1978-79 national music assessment of the National Assessment of Educational Progress (NAEP). It also describes changes in procedures between the first NAEP music assessment conducted in 1971-72 and the 1978-79 assessment. Each assessment surveyed the music achievement and attitudes of American 9-, 13- and 17-year-olds, using a deeply stratified, multistage probability sample design. The purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The eight chapters cover objectives

redevelopment, exercise creation, preparation of assessment booklets, sampling, data collection, scoring, data analysis, and reporting. Each chapter explains the basic procedures used for the 1978-79 assessment and contrasts these procedures to those used in earlier years if there were changes. Appendices, which comprise over half of the handbook, contain materials covering definitions of reporting groups, forms used to gather background information about students and schools, response rates, computation of achievement measures and procedures for smoothing respondent weights. A glossary of NAEP terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

controls of music—52% of the 9-year-olds, 61% of the 13-year-olds, and 57% of the 17-year-olds. Knowledge about music history and style is less widespread—58% for 9-year-olds, 36% for 13-year-olds, and 39% for 17-year-olds. Fewer 9- and 17-year-olds were successful in answering their respective exercises in the two assessments. The decline between assessments for the 9-year-olds was 3.3%; for the 17-year-olds it was 2.5%. The percentage of 13-year-olds able to respond correctly to the music exercises was about 41% in both assessments. Primary type of information provided by report: Results (Selective) (Change).

#### (d) Results

ED 210 226 SO 013 741  
**Music 1971-79: Results From the Second National Music Assessment.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.  
 Report No.—ISBN-0-89398-189-3; NAEP-10-MU-01  
 Pub Date—Nov 81  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—85p.  
 Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 (\$7.00).  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Cognitive Ability, \*Educational Assessment, Elementary Secondary Education, \*Music, Music Education, National Surveys, \*Student Attitudes  
 Identifiers—\*National Assessment of Educational Progress, Second Music Assessment (1979)

The report presents data from two national assessments—1971-72 and 1978-79—of the attitudes, knowledge, and understandings of American students about music. In each assessment, 9-, 13-, and 17-year-olds were administered exercises designed to measure some of their cognitive abilities and attitudes about music and some of their experiences with music. Some exercises from the first assessment were readministered in the second assessment so that changes in music achievement could be detected. Also, data were gathered on the music training background of students. Achievement results are presented for national populations of 9-, 13-, and 17-year-olds as well as for subpopulations defined by region of the country, sex, race/ethnicity, parental education, type of community, and grade level. Some major findings from the report include the following. About three-fourths of the students at each age appear to have positive feelings about music and appear able to make simple judgments about it. Many students have some knowledge of the elements and expressive



## g. READING

## (1) First Assessment

## (b) Assessment Instrument

ED 041 010 TE 001 919

Norris, Eleanor L., Ed. Bowes, John E., Ed.

Reading Objectives.

National Assessment of Educational Progress, Ann Arbor, Mich.

Bureau No.—BR-8-0771

Pub Date—70

Grant—OEG-0-9-080771-2468(010)

Note—40p.

Available from—National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies \$1.00; orders of 10 or more, 20% discount)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Objectives, \*Language Arts, \*Literary Criticism, Literary Discrimination, Logical Thinking, \*Reading, Reading Ability, \*Reading Comprehension, Reading Development, Reading Interests, Reading Materials, Reading Processes, Reading Skills

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

After a review of past research in reading education, Science Research Associates arrived at reading objectives which were then reviewed by the National Assessment of Educational Progress staff, educators, and laymen. The six major reading objectives, appropriate for age-groups 9, 13, 17, and young adults, are the abilities to comprehend, analyze, use, reason from, make judgments about, and have attitudes about reading materials. Three categories of reading material were considered in formulating the objectives: literature, academic and expository writing, and utilitarian writing. (Detailed outlines enumerating subobjectives are provided, as well as lists of committee participants who assessed the objectives.) (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 079 684 CS 000 614

Gadway, Charles J., Ed.

Reading: Released Exercises.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-20

Pub Date—Jul 73

Note—424p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.95)

Document Not Available from EDRS.

Descriptors—Critical Reading, \*Elementary Education, \*Reading Assignments, Reading Comprehension, Reading Instruction,

\*Reading Skills, \*Reference Materials, \*Secondary Education, Word Study Skills  
Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Prepared by the National Assessment of Educational Progress, this volume contains approximately 50 percent of the total number of reading exercises administered during the assessment. Exercises are ordered by release number, which indicates the major theme, exercise within the theme, and the exercise part for multiple-part exercises. In addition, age level, objective, mode of administration, time of administration, and copyright requirements are provided. Sections of the volume are divided according to (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) gleaming significant facts from passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. National and group results are appended. (HOD) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 191 017 CS 005 630

The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—OEC-0-74-0506

Note—341p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Criterion Referenced Tests, Elementary Secondary Education, Minimum Competency Testing, \*National Competency Tests, \*Reading Achievement, \*Reading Skills, \*Reading Tests, Test Items

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

This exercise set provides access to the 134 items released from the first National Assessment of Educational Progress (NAEP) reading assessment conducted in 1970-71 with students aged 9, 13, and 17. The exercises are intended for use by state and local education agencies who may want to build their own assessment instruments. An overview of the NAEP testing program and an explanation of the documentation provided for the test items is given. Each of the 134 items is displayed on a single page, and an accompanying page provides the following information: the theme of the exercise, the NAEP number, the objective, the administration mode, the age group and amount of time required to complete the exercise, and a breakdown by age, sex, and region of the students answering the item correctly. The test items are criterion-referenced and are based on the following eight themes or skills (1) understanding words and word relationships, (2) interpreting graphic materials, (3) understanding written directions, (4) using reference materials, (5) gleaming signifi-

cant facts from passages, (6) finding main ideas, (7) drawing inferences, and (8) reading critically. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (d) Results

ED 067 654

CS 000 190

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-00

Pub Date—May 72

Note—170p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Critical Reading, Decoding (Reading), \*Reading, \*Reading Ability, \*Reading Achievement, Reading Comprehension, \*Reading Processes, Reading Rate, \*Reading Skills, Vocabulary

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

The National Assessment of Reading was not based on any one particular approach to the subject of reading. Its primary assumption was that information would help anyone who is interested in reading—regardless of his approach to the subject—determine for himself how well Americans read. The results of this assessment are reported according to a number of themes which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Nine basic themes were developed: (1) word meanings, (2) visual aids, (3) written directions, (4) reference materials, (5) significant facts in passages, (6) main ideas and organization of passages, (7) inferences from passages, (8) critical reading of passages, and (9) reading rate. Objectives were developed for each of the nine themes, and they became the framework for which the reading exercises were developed. The results for both themes and objectives demonstrated that some groups exhibited a higher achievement than others on specific reading skills and that any given group exhibits higher achievements on some types of reading skills than on others. (WR) Primary type of information provided by report: Results (Overview).

ED 068 810

AC 012 931

DeCrow, Roger, Ed.

Adult Reading Abilities: Definitions and Measurements.

National Reading Center Foundation, Washington, D.C.

Pub Date—15 Jul 72

Note—6p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, Adult Read-

ing Programs, Bulletins, Functional Reading, \*Literacy, Publications, Reading, \*Reading Ability, Reading Habits, Reading Skills, \*Reading Tests, \*Tests

Identifiers First Reading Assessment (1971), National Assessment of Educational Progress

The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior. (RS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Baseline).

ED 076 934 CS 000 470  
Gallo, Donald R.

Reading Rate and Comprehension: 1970-71 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-09

Pub Date—Dec 72

Note—214p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.85)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors: Accountability, Community Characteristics, Evaluation Methods, Parent Background, Parent Influence, Racial Differences, \*Reading Ability, \*Reading Comprehension, \*Reading Rate, \*Reading Research, \*Reading Skills, Sex Differences

Identifiers First Reading Assessment (1971), \*National Assessment of Educational Progress

In this assessment of the reading rate and literal comprehension skills of 9, 13, and 17 year olds, and of young adults between the ages of 26 and 35, individuals were asked to read two passages, one more difficult than the other according to readability formulas. Then each subject was asked to answer five multiple choice comprehension questions which were designed to measure the reader's comprehension of details from the passage. Copies of the passages are reproduced in the text, and the comprehension exercises are given in the appendix. For each group evaluated, the results are given by region, sex, race, parental education, and size and type of community. Readers are cautioned to avoid comparing reading rates or comprehension scores across age groups because all groups did not read passages of the same type, nor is there an even progression of difficulty in the readability of the passages. (TO) Primary type of information provided by report: Results (Topical).

ED 077 021

Gadway, Charles J.

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-01

Pub Date—Apr 73

Note—106p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Literacy, Critical Reading, \*Elementary Education, Reading Ability, \*Reading Achievement, \*Reading Comprehension, Reading Improvement, Reading Level, \*Secondary Education, Semantics, \*Word Recognition

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

This study presents the results of the 1970-71 National Assessment of Reading regarding "Understanding Words and Word Relationships." Subjects at four age levels—nine, thirteen, seventeen, and young adult (26-35)—were tested on eight aspects, or themes, of reading: (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) reading for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. The report presents a summary of the results for all ages tested, presents detailed results for each of the four age levels, and concludes by presenting comparisons of the results for various age levels. (Some sample exercises and charts will have poor reproducibility due to type size.) (DI) Primary type of information provided by report: Results (Topical).

ED 078 360

Gadway, Charles J.

Gleaning Significant Facts from Passages: Theme 5, Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-05

Pub Date—May 73

Note—225p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.60)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Community Characteristics, \*Content Area Reading, \*Critical Reading, Geographic Regions, \*National Surveys, Racial Differences, Reading Development, Reading Research, \*Reading Skills, Sex Differences

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

CS 200 543

Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section of an eight-part series on reading skills. The purpose of "Theme 5" was to assess the ability of 9-, 13-, and 17-year-old and young adult (26-35) readers to glean those facts which support an author's main idea or the topic of a passage. Four types of exercises required the reader to: (1) recognize factual information, (2) relate one fact to another without reference to the main idea, (3) relate a single fact to the total message, and (4) retain factual information for a short period of time. The report contains exercises used and results obtained for each of the four age groups as well as a section comparing age groups; results for subjects are also broken down according to region, sex, color, parental education, and size and type of community. (Some sample exercises and charts will have poor reproducibility because of type size.) (MF) Primary type of information provided by report: Results (Topical).

ED 078 384

Graphic Materials: Theme 2, Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-02

Pub Date—Jun 73

Note—213p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.60)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adults, Cartoons, Charts, Diagrams, Graphic Arts, Interpretive Skills, National Surveys, \*Reading, Reading Ability, \*Reading Research, \*Reading Skills, Signs, \*Visual Aids

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and labels; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds," "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR) Primary type of information

## CITATIONS

provided by report: Results (Topical).

**ED 078 387** CS 000 613

*Gadway, Charles J. Ed.*

**Critical Reading: Theme 8, Reading.**

Education Commission of the States, Denver.

Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-08

Pub Date—May 73

Note—182p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Adolescents, Content Analysis, \*Critical Reading, \*Reading Research, Reading Skills, \*Reading Tests, \*Young Adults

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading—that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and some charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

**ED 079 687** CS 000 620

*Gadway, Charles J.*

**Reference Materials: Theme 4, Reading.**

Education Commission of the States, Denver.

Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-04

Pub Date—Jul 73

Note—164p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.10)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Adolescents, \*Information Retrieval, \*Reading Research, Reading Skills, Reading Tests, \*Reference Materials, \*Young Adults

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress on reading, this volume reflects the theme of reference materials. Divided into subthemes, the first requires the individual to know appropriate reference

sources, since reference sources are best utilized when an individual knows which type of reference to consult for a specific kind of information. The second subtheme requires the individual to use reference materials effectively, since once the appropriate source is located, an individual must be able to extract the desired information. In all but one exercise (which incorporated a real dictionary) facsimiles of reference materials were used. In addition to introducing the theme, the volume describes the results obtained from the assessment. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

**ED 079 688** CS 000 621

*Gadway, Charles J.*

**Main Ideas and Organization: Theme 6, Reading.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-06

Pub Date—Jul 73

Note—152p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.10)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Adolescents, Content Area Reading, \*Reading Comprehension, \*Reading Research, \*Reading Skills, Reading Tests, \*Young Adults

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume, "Theme 6: Main Ideas and Organization," directs attention to the fact that identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some of the exercises require the individual to identify the main idea in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts. The first chapter gives an explanation of the theme, and the remaining chapters in the volume discuss the results of the assessment of this theme. (HOD) Primary type of information provided by report: Results (Topical).

**ED 083 533** CS 000 674

*Gadway, Charles J.*

**Drawing Inferences: Theme 7, Reading.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-07

Pub Date—Aug 73

Note—275p.; Some sample exercises omitted due to copyright restrictions

## A.1.READ.(1).(d)

29

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Elementary Education, \*National Surveys, Reading, \*Reading Achievement, \*Reading Comprehension, \*Reading Research, \*Reading Skills, Secondary Education, Young Adults

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. In the summary of the data from Theme 7, the overall performance of the various groups is compared to the national level on the set of exercises representing Theme 7. Results are given for ages 9, 13, 17, and young adults. Within each age level across the nation as a whole and regionally, results are given for sex, color, level of parental education, and size and type of community. In summarizing the data for a group, the group's overall behavior and certain specific behaviors are discussed. (WR) Primary type of information provided by report: Results (Topical).

**ED 083 572** CS 000 811

*Gadway, Charles J. Ed.*

**Written Directions: Theme 3, Reading.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-03

Pub Date—May 73

Note—155p.; Some sample exercises omitted due to copyright restrictions

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Behavior Patterns, Critical Reading, Educational Research, Elementary Education, Literature, National Surveys, Parent Education, Postsecondary Education, Reading, Reading Ability, \*Reading Achievement, Reading Comprehension, \*Reading Materials, \*Reading Skills, Reports, Secondary Education, Sex Differences

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

This document reports the results for the second year assessment (reading and literature) by theme. The reading themes represent both a variety of reading materials and the variety of behaviors these materials require. The themes were developed by members of the National Assessment staff and reading specialists to cluster the reading exercises into reporting categories that are meaningful to persons concerned with the reading skills of various groups of young Americans. The themes are numbered such that the lower numbers designate skills that are usually as-



sociated with early reading and the higher numbers designate high order skills. The themes are: (1) understand words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) read for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. Results are given for each theme for four age levels, 9, 13, 17, and 26-35. Within each age level across the nation results are also given for the four regions of the country, for the two sexes, for blacks and whites, for four levels of parent education, and for seven sizes and types of community. In addition to describing each group's overall behavior relative to the national level, the document describes each group's specific behaviors relative to its own overall level of behavior. (WR) Primary type of information provided by report: Results (Topical).

**ED 092 869** CS 001 092  
Gallo, Donald R.

**Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.**  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-03

Pub Date—Apr 74

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adolescents, Adults, Children, \*Educational Assessment, \*National Surveys, Reading, Reading Ability, Reading Interests, Reading Level, Reading Research, \*Reading Skills

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Conducted from October 1970 through August 1971, this assessment of reading was concerned with four age levels—9, 13, 17, and 26-35. A total of 98,016 people responded to a wide variety of reading exercises which were administered and scored by trained professionals. The results were then examined according to various group characteristics: sex, color, parental education, region of the country, and size and type of community (STOC). Reading objectives were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The first five objectives represented the individual's ability to comprehend, analyze, use, reason logically, and make judgments concerning what he had read. The sixth reading objective was concerned with attitudes toward and interests in reading. Some of the results indicated that there is a correlation between membership in certain groups and a low or high level of success on reading exercises, that school-age males read consistently below females, that blacks were consistently below the national population, that people from the Southeastern States were consistently below

their counterparts in other States, and that students from inner-city areas read less well than those from any other STOC group. (WR) Primary type of information provided by report: Results (Overview).

**ED 094 359** CS 001 261  
Reading: Summary Data.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-00

Pub Date—Jul 74

Note—62p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, \*Educational Assessment, \*Educational Objectives, \*Evaluation Methods, \*National Competency Tests, National Surveys, \*Reading, Reading Tests

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

The National Assessment of Educational Progress assessment of reading was conducted from October 1970 through August 1971 at four age levels—9, 13, 17, and 26-35. The objectives assessed were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The five major objectives represent the individual's ability to comprehend, analyze, use, reason logically from, and make judgments concerning what he has read. Once the reading objectives were formulated, they became the framework within which the reading exercises were developed. The majority of the exercises were in a multiple-choice format; some exercises required the correspondent to supply his own response. In summarizing the data, a group's overall performance relative to the national level on sets of exercises is described. Tables summarizing the data by age, group, sex, objective, and exercise set conclude the report. (TO) Primary type of information provided by report: Results (Technical Summary).

## (2) Second Assessment

### (b) Assessment Instrument

**ED 089 238** CS 001 010  
Reading Objectives; Second Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—74

Note—21p.

Available from—National Assessment of Educational Progress, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00)

## CITATIONS

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavioral Objectives, Behavior Change, Educational Objectives, National Surveys, \*Reading, Reading Achievement, Reading Comprehension, Reading Improvement, \*Reading Instruction, Reading Programs, \*Reading Skills  
Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

The objectives presented in this booklet are those that were prepared for the second assessment in the area of reading. The objectives are only one step in the total National Assessment project and provide the foundation upon which the exercises are based. The contents include "Development of Revised Reading Objectives," which presents a brief history of the development of reading assessment objectives, subject-matter review, lay and subject-matter review, weighting of objectives, and the second cycle reading objectives; and "Revised Reading Objectives," which outlines four basic objectives: "Demonstrate Behavior Conducive to Reading," which examines reader self-awareness and sensitivity to factors affecting reading (including motivations and knowledge of reading skills); "Demonstrate Work Identification Skills," which presents a variety of abilities to aid readers in decoding unfamiliar words; "Possess Skills for Reading Comprehension" and "Use a Variety of Approaches in Gathering Information," which examines study skills, efficient use of reference materials, and flexibility. Appendixes are also included which list the members of the 1970 Reading Objectives: Review and Revision Conference, and the 1970 Lay and Subject-Matter Review. (WR) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

### (d) Results

**ED 128 785** CS 002 953  
Reading in America: A Perspective on Two Assessments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.  
Report No.—NAEP-06-R-01

Pub Date—Oct 76

Contract—OEC-0-74-0506

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.05)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Achievement Gains, Black Achievement, Elementary Secondary Education, Factual Reading, National Competency Tests, \*National Surveys, \*Reading Ability, \*Reading Achievement, Reading Comprehension, Reading Improvement, \*Reading Skills, Sex Differences

Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

Results from the first and second rounds of

the reading assessment conducted by the National Assessment of Educational Progress are discussed and compared, with conclusions based on comments by a panel of six reading specialists. Changes in reading ability between the 1970-1971 and 1974-1975 school years are dependent on the age of the pupils and the type of reading required. For nine-year-olds, improvement was recorded in all reading skills, but was most noteworthy in reference skills. Black nine-year-olds improved even more dramatically than did nine-year-olds as a whole, which the panel suggested might be attributed to successful intervention programs in the primary grades. Reading ability at ages 13 and 17 changed little. Both ages improved slightly in literal comprehension but declined in inferential comprehension. Students of all ages demonstrated little difficulty in comprehending literal, straight-forward written material, but comprehension dropped off quickly as soon as the tasks became more difficult. Girls read better than did boys, at all age levels. (Author/AA) Primary type of information provided by report: Results (Change) (Selective).

**ED 153 196** CS 004 040  
Reading Change, 1970-75: Summary  
Volume. Reading Report No. 06-R-21.  
Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Center for Educational  
Statistics (DHEW), Washington, D.C.  
Pub Date—Apr 78

Contract—OEC-0-74-0506

Note—95p.; Not available in hard copy due  
to marginal legibility of original

Available from—National Assessment of  
Educational Progress, Suite 700, 1860 Lincoln  
Street, Denver, Colorado 80295  
(Write for price)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not  
Available from EDRS.**

Descriptors—Achievement Gains, Educational  
Assessment, Elementary Secondary  
Education, \*National Surveys, Performance  
Factors, \*Reading Achievement,  
\*Reading Comprehension, \*Reading Research,  
Research Problems, Study Skills

Identifiers—\*National Assessment of Educational  
Progress, Second Reading Assessment (1975)

The National Assessment of Educational Progress has now completed two major assessments of reading. The first took place in the 1970-71 school year, the second during the 1974-75 school year. Both assessed the achievement of students aged nine, thirteen, and seventeen. This report focuses on the results of these two assessments, comparing changes in observed performance and discussing technical problems encountered in interpreting the changes. Among the findings were that nine-year-olds during the second assessment read better than nine-year-olds four years earlier; that thirteen- and seventeen-year-olds improved slightly in literal comprehension but declined in inferential comprehension; that black nine-year-olds and students from the southeast improved more than did students in the nation as a

whole; and that girls continued to read better than boys at all age levels. Results are reported separately for each set of skills at each age level. Appendixes discuss problems in interpreting change data, estimated population of reporting categories, and average group differences. (AA) Primary type of information provided by report: Results (Change) (Technical Summary).

### (3) Third Assessment

#### (b) Assessment Instrument

**ED 185 503** CS 005 365  
Reading and Literature Objectives, 1979-80

Assessment. No. 11-RL-10.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Inst. of Education  
(DHEW), Washington, D.C.

Pub Date—80

Contract—OEC-0-74-0506

Note—25p.

Available from—National Assessment of  
Educational Progress, Education Commission  
of the States, Suite 700, 1860 Lincoln  
St., Denver, CO 80295 (\$1.50)

Pub Type—Guides - Classroom - Teacher  
(052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Elementary Secondary Education,  
\*English Instruction, \*Literature Appreciation,  
\*Reading Achievement, Reading Instruction,  
\*Student Educational Objectives, \*Student Evaluation

Identifiers—\*National Assessment of Educational  
Progress, Second Literature Third Reading  
Assessment (1980)

The reading and literature objectives for the 1979-80 assessment by the National Assessment of Educational Progress (NAEP) are categorized into four major areas: values reading and literature, comprehends written works, responds to written works, and applies study skills in reading. These major objectives and their subobjectives are presented as statements followed by amplified descriptions. Following each subobjective are a few italicized questions illustrating the kinds of questions one might ask or the kinds of skills one might expect students to display. (RL) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

**ED 205 588** TM 810 481  
Reading/Literature Released Exercise Set,  
1979-80 Assessment.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Center for Educational  
Statistics (DHEW), Washington, D.C.;  
National Inst. of Education (ED), Washington,  
D.C.

Report No.—ISBN-0-89398-222-9; NAEP-  
11-RL-25

Pub Date—Apr 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—355p.

Pub Type—Reports - Research (143) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Critical Reading, Elementary  
Secondary Education, Measurement Objectives,  
Multiple Choice Tests, \*Reading Comprehension,  
Reading Skills, \*Reading Tests, Scoring, \*Test  
Format, \*Testing Programs, Test Norms, Writing  
(Composition), Writing Exercises

Identifiers—\*National Assessment of Educational  
Progress, Second Literature Third Reading  
Assessment (1980)

The purpose of this released exercise set is to provide easy access to released exercises from the reading/literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80. Exercises were used to assess the attainments of samples of 9 year olds, 13 year olds and 17 year olds. Upon this basis, generalizations about the probable performance of all students in these age-groups were made. The set is divided into four brief sections and two extensive appendixes. Part (1) explains assessment and scoring procedures, and describes the documentation accompanying each exercise. The rationales behind the development of questions for the 1979-80 assessment are provided in Part (2) and exercises appear in Appendix A. Part (3) discusses the developmental rationale for the 1970-71 assessment exercises. These were recently released and now appear in Appendix B. Cross-reference tables, for the purpose of locating subsets of exercises, are given in Part (4). Both multiple choice exercises and the following five types of open-ended exercises requiring different skills and levels of ability are given: general response exercises; emotional response exercises; evaluative exercises; analytical exercises; and exercises requiring the use of inference. (Author/AEF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

**ED 205 589** TM 810 482  
Reading/Literature Released Exercise Set,  
1979-80 Assessment. Supplement.

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Center for Educational  
Statistics (DHEW), Washington, D.C.;  
National Inst. of Education (ED), Washington,  
D.C.

Report No.—ISBN-0-89398-222-9; NAEP-  
11-RL-26

Pub Date—Apr 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—471p.

Pub Type—Reports - Research (143) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors—Behavioral Objectives, Critical  
Reading, Elementary Secondary Education,  
\*Reading Comprehension, \*Scoring,  
\*Student Writing Models, Test Format,  
Test Norms, Writing (Composition), \*Writing  
Exercises

Identifiers—\*National Assessment of Educational  
Progress, Second Literature Third

### Reading Assessment (1980)

Intended as a supplement to the Reading/Literature Released Exercise Set, 1979-80 Assessment, this collection exemplifies students' written responses to thirteen open-ended exercises. Each exercise, its objectives, subobjectives, administration guidelines, and national performance levels on the exercise, are documented. Detailed, age specific scoring rationales and guidelines are given for each exercise. One exercise may require very specific responses such as the identification and substantiation of character traits, whereas another might require any of a number of responses. In the instance of latter, guidelines are given for identification of the relevance of the response for classification of the response type, for example: the student may retell the passage; his response may be emotional, personal, egocentric, analytical, comparative or evaluative; he may generalize; or he may make inferences. (AEF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Respondent Examples) (Exercise Level).

### (c) Procedures

**ED 206 668** TM 810 563  
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.

Research Triangle Inst., Durham, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-11-DS-45.

Pub Date—Jul 79

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—265p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Responsibility, Administrator Role, \*Data Collection, National Surveys, \*Program Administration, \*Supervisory Methods, Supervisory Training, \*Testing

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The primary purpose of this manual is the provision of instructions to district supervisors and exercise administrators regarding the fieldwork associated with the National Assessment of Educational Progress (NAEP) study. The study was designed to collect and disseminate data on the educational attainments of the nation's youth and to track any growth or decline in these. Background information on the NAEP and associated agencies constitutes the introduction. The fourteen chapters, with numerous subsections each detailing step-by-step procedural instructions, are divided into two domains; chapters I-V outline the Exercise Administrator's tasks and responsibilities, and chapters VI-XIV document the District Supervisor's Responsibilities. The section on the Exercise Administrator presents specific instructions

regarding the preparation and administration of test packages. On the other hand, the section intended for District Supervisors recommends: Strategies for making initial contacts and arranging introductory meetings with school officials; staff recruitment and training; student sample selection; planning, conducting and scheduling assessment. The document illustrated throughout with sample letters and telephone dialogues, report forms and charts. Primary type of information provided by report: Procedures (Field Administration). (AEF)

**ED 206 669** TM 810 564  
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3, Year 11, October 1979-May 1980.

Research Triangle Inst., Durham, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-11-EA-46

Pub Date—Jun 79

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—34p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Biographical Inventories, \*Educational Assessment, Elementary School Students, \*Examiners, Racial Identification, Reading Tests, Secondary School Students, Speed Reading, \*Supervisory Methods, \*Testing, Writing (Composition) Identifiers—\*National Assessment of Educational Progress, \*Second Literature Third Reading Assessment (1980)

This manual for Exercise Administrators of the National Assessment of Educational Progress; Second Literature Third Reading Assessment, consists of administrative instructions for use immediately preceding, during and after assessment sessions in schools. Definitions of racial/ethnic categories, associated codes, and guidelines for soliciting racial/ethnic information from the student or school, are given to facilitate the process of student classification. Three types of Reading Literature assessment exercises are described: reading; responding (writing); skim/scan. Procedures for administering exercise packages follow. Also included are samples of the background questions given to 9, 13 and 17 year olds, explanations to be used when administering and checking these, and coding procedures for the cover page of the package. Other Exercise Administrator tasks, such as the storage and disposition of exercise packages are briefly reviewed. Primary type of information provided by report: Procedures (Field Administration). (AEF)

**ED 210 300** TM 810 945  
Procedural Handbook: 1979-80 Reading and Literature Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; Na-

tional Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-221-0; NAEP-11-RL-40

Pub Date—Sep 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—103p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 (\$7.90).

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*National Programs, Program Evaluation, \*Reading Achievement, Reading Comprehension

Identifiers—\*National Assessment of Educational Progress, \*Second Literature Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) methods and procedures used in the 1979-80 assessment of reading and literature are described. The objectives of the assessment are categorized into four main areas. These include values reading and literature, comprehension of written work, response to written work, and application of study skills in reading. The redevelopment of objectives, development of exercises which measure performance against those objectives, the preparation of assessment materials, sampling, data collection, scoring, data analysis, and reporting are outlined. The primary type of information provided in this report is a description of procedures used in the assessment program. Appendices include results for population subgroups, sample forms used to obtain background information, computation of achievement measures, and a glossary of national assessment terms. (Author/DWH) Primary type of information provided by report: Procedures (Overview).

### (d) Results

**ED 200 898** CS 005 971  
Three National Assessments of Reading: Changes in Performance, 1970-80.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-220-2; NAEP-11-R-01

Pub Date—Apr 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—91p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Achievement Gains, \*Achievement Rating, \*Educational Assessment, Elementary Secondary Education, Longitudinal Studies, \*National



## CITATIONS

A.1.READ.(3).(d)

33

Surveys, Predictor Variables, \*Reading Achievement, Reading Comprehension, \*Reading Research

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Highlighting the significant reading gains of 9-year-old students and, to a lesser extent, 13-year-old students, this report presents the results of three assessments surveying the reading skills of American 9-, 13-, and 17-year-old students during the 1970-71, 1974-75, and 1979-80 school years. The first chapter is introductory in nature, providing descriptions of the data base, measurement design, and terminology. The second, third, and fourth chapters present, respectively, national results for each age group. Within each of these chapters, results are presented also according to sex, race, region, parental education, and type and size of community. The fifth chapter presents performance results of racial groups by region and national results by "achievement class," a background variable used to examine national results within ranges of achievement. The sixth chapter considers the educational significance of the findings, putting the results in context. Appendixes contain (1) tables of summary results for the nation and reporting groups in three assessments; (2) tables of the results on exercises administered to 9- and 13-year-old students, 13- and 17-year-old students, and 9-, 13-, and 17-year-old students; and (3) exhibits for grade levels and size-of-community groups on all exercises administered in the three reading assessments. (RL) Results (Change) (Selective)

**ED 201 995** CS 006 093  
**Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Report No.—NAEP-SY-DS-50  
 Pub Date—23 Apr 81  
 Note—9p.; Footnotes in tables may be marginally legible.  
 Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Black Students, Comparative Analysis, \*Disadvantaged Youth, \*Educational Assessment, Educational Improvement, Elementary Secondary Education, Longitudinal Studies, National Surveys, \*Program Effectiveness, Reading Achievement, \*Reading Improvement, Reading Research  
 Identifiers—\*Elementary Secondary Education Act Title I, \*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)  
 Five tables of data from the three surveys conducted during the 1970s by the National Assessment of Educational Progress are presented in this paper, with an interpretation of them regarding reading improvement. The paper provides comparative data from schools eligible and noneligible for Title I assistance across the following variables: age, mean reading performance, community size,

race, school racial composition, geographic region, sex of student, and type of community. It then draws seven conclusions concerning reading gains during the 1970s, indicating a faster rate of reading improvement for students in Title I schools than for students in non-Title I schools. (RL) Results (Special Analyses) (Interpretation)

**ED 214 132** CS 006 550  
*Kalk, John M.*  
**The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Inst. of Education (ED), Washington, D.C.  
 Pub Date—3 Dec 81  
 Grant—NIE-G-80-0003  
 Note—159p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).  
 Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC07 Plus Postage.**  
 Descriptors—\*Educational Assessment, Language Usage, \*Predictor Variables, \*Reading Achievement, \*Reading Comprehension, Reading Habits, Reading Interests, Reading Research, Television Viewing, Test Interpretation, \*Test Results  
 Identifiers—\*National Assessment of Educational Progress, \*Second Literature Third Reading Assessment (1980)  
 Drawn from data generated by the reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80, this paper focuses on responses to comprehension exercises developed for that assessment. The paper presents the results of a series of exploratory secondary analyses of one age 13 exercise booklet in order to investigate the relationship between reading-related background variables (such as time spent reading, watching television, and doing homework; frequency and type of reading in spare time; language usage in the home; and amount of reading material in the home) and comprehension achievement. In addition, the paper describes how the analyses were conducted using the public-use data tapes produced by NAEP and discusses problems in using NAEP data. Appendixes contain actual programs used to generate the analyses and excerpts from the computer output. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

**ED 217 396** CS 006 712  
**Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.  
 Report No.—ISBN-0-89398-223-7; NAEP-11-R-02

Pub Date—Jul 82  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—89p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$5.90).  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, \*National Competency Tests, \*Reading Comprehension, \*Reading Research, Reading Skills, \*Student Evaluation, \*Study Skills

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Containing data gathered in the 1979-80 assessment of reading and literature conducted by the National Assessment of Educational Progress (NAEP), this report is devoted to the results of the reading comprehension and study skills portions of the assessment. A brief introduction provides information about the students surveyed and the measures used in the assessment. The six main chapters of the report provide data concerning the following areas of the assessment: (1) students' perceptions about reading, their reading habits, and their experiences related to reading performance; (2) national and reporting group results on all comprehension exercises; (3) the comprehension tasks and the results of national and reporting group results on these tasks; (4) student performance on different reading passage types; (5) national results on skim and scan exercises, and national and reporting group results on study skills exercises; and (6) a synthesis of a dialogue among the educators participating in a review of the assessment's findings. Appendixes contain summaries of results for national and reporting groups on reading comprehension and study skills exercises, and examples of exercises used in the assessment. (FL) Primary type of information provided by report: Results (Selective) (Secondary Analyses).

**ED 217 397** CS 006 713  
**Performance of Hispanic Students in Two National Assessments of Reading.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.  
 Report No.—NAEP-SY-HR-50  
 Pub Date—Jun 82  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—15p.  
 Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$1.00).  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Hispanic Americans, \*National Competency Tests, \*Reading Comprehension, \*Reading Improvement, \*Reading Research, Reading Skills

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Data generated in the 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress (NAEP) were analyzed to determine if changes had occurred in the performance of Hispanic students. Results showed that although Hispanic students' reading performance remained below the national level, these students had made some significant gains in reading from 1974 to 1980. Moreover, the performance gains among Hispanic children at age 9, and among several groups of Hispanic students at ages 13 and 17 exceeded those of students nationally in certain areas. Specifically (1) the performance of 9-year-old Hispanics improved 5.3% compared to a 2.6% improvement for all 9-year-old students surveyed; (2) this improvement was greatest on exercises assessing literal comprehension; (3) 13-year-old Hispanics' performance stayed about the same between 1974 and 1980, but 13-year-old Hispanics in large cities improved their performance on literal comprehension exercises by 5.9 points; (4) 17-year-old Hispanics' performance also stayed about the same between assessments, with large city students again showing an improvement, primarily on exercises assessing inferential comprehension; and (5) at all three ages, Hispanics in the modal grade performed better than those below modal grade and improved their performance at a faster rate. (FL) Primary type of information provided by report: Results (Selective) (Secondary Analysis).

tional Progress, Second Literature Third Reading Assessment (1980)

Characteristics and reading performance of students who have a dominant language other than English are examined and compared with those of English-dominant students, based on the results 1979-1980 National Assessment of Educational Progress (reading and literature). Responses were obtained from 9-year-olds, 13-year-olds, and 17-year-olds. The exercises probed students' comprehension of simple words as well as such complex features of text as mood, tone, and character. It was found that students from homes in which a language other than English was often spoken (OL) generally performed below students for whom English was the dominant language (EL). In general, OL students attending advantaged-urban and private schools, those coming from homes with many reading resources, and (except at age 9) those who have a parent with post-high school education performed near, at, or above national levels. OL students attending disadvantaged-urban schools, those coming from homes with few reading resources, and those whose parents had not completed high school performed considerably below their more advantaged peers. While OL 17-year-olds performed about a percentage point below the nation and 5 percentage points below white students for whom English was the dominant language, black OL 17-year-olds performed 26 points below the nation and 14 points below black EL students. In addition, Hispanic OL 17-year-olds performed 9 percentage points below the nation, just as Hispanic EL students do. Findings are also considered in relation to region of the country, type and size of community, four achievement ranges, kindergarten attendance, television watching, time spent on homework, and reading, sex, and race/ethnicity. Primary type of information provided by report: Results (Race) (Selective). (SW)

ED 224 296 FL 013 331  
Students From Homes in Which English Is  
Not the Dominant Language: Who Are  
They and How Well Do They Read?

Education Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.

Spons Agency—National Inst. of Education  
(ED), Washington, DC.

Report No.—NAEP-11-R-50

Pub Date—Oct 82

Contract—OEC-0-74-0506

Note—38p.

Available from—National Assessment of  
Educational Progress, 1860 Lincoln St.,  
Suite 300, Denver, CO 80295 (\$4.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Students, Educational Background, Elementary Secondary Education, \*English (Second Language), Ethnic Groups, Family Characteristics, Language Dominance, Language Proficiency, Minority Groups, \*Native Speakers, \*Reading Achievement, Reading Comprehension, \*Reading Skills, Second Languages, \*Student Characteristics, Whites

Identifiers—\*National Assessment of Educa-



## h. SCIENCE

## (1) First Assessment

## (b) Assessment Instrument

ED 033 872 SE 007 687  
**Science Objectives.**

Committee on Assessing the Progress of Education, Ann Arbor, Mich.

Pub Date—69

Note—33p.

Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (\$1.00).

**Document Not Available from EDRS.**

Descriptors—\*Affective Objectives, \*Cognitive Objectives, \*Educational Objectives, \*Evaluation, \*Science Education, Scientific Attitudes, Scientific Concepts, Scientific Enterprise, Scientific Methodology

Identifiers—\*National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop science objectives. Four primary objectives of science education are stated: "Know fundamental facts and principles of science"; "possess the abilities and skills needed to engage in the processes of science"; "understand the investigative nature of science"; and "have attitudes about and appreciations of scientists, science, and the consequences of science that stem from adequate understandings." Each primary objective is divided into sub-objectives. Behaviors typical of four chosen ages, 9-, 13- and 17-year olds and adults, are delineated for many of the sub-objectives. Appendices list the names of scientists, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 194 431 SQ 012 957  
**Released Social Studies Exercises (1971-72).**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Note—392p.; For a related document, see ED 095 060.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—Achievement Tests, Attitudes, Educational Assessment, Elementary Secondary Education, Higher Education, Knowledge Level, \*National Competency Tests, Skills, \*Social Sciences, \*Social Studies, Standardized Tests

Identifiers—First Social Studies Assessment (1972), National Assessment of Educa-

## tional Progress

This document contains 99 exercises from the 1971-72 social studies assessment. The intended audience is researchers who need detailed information about the exercises and state and local educators who want to use the National Assessment of Educational Progress (NAEP) exercises in their own assessment programs. The document includes a copy of the exercise, complete documentation about administration and scoring procedures, and the national percentage results. The exercises are classified according to the three broad areas of attitudes, knowledges, and skills. They are either multiple choice, short answer (one or two words up to several sentences), or longer answers (paragraph or more). In the 1971-72 assessment of social studies, 9-year-olds, 13-year-olds, 17-year-olds and young adults aged 26-35 were asked a variety of questions designed to measure achievement of five broad educational objectives in social studies. These objectives are (1) that Americans should have curiosity about human affairs; (2) that they should use analytic-scientific procedures effectively; (3) that they should be sensitive to creative-intuitive methods of explaining the human condition; (4) that they should have knowledge relevant to the major ideas and concerns of social scientists; and (5) that they should have a reasoned commitment to the values that sustain a free society. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises).

## (d) Results

ED 043 099 EA 003 035

*Dochterman, Clifford L.*

**National Assessment of Educational Progress. Summary of Report 1. Science: National Results, July, 1970.**

Education Commission of the States, Denver, Colo.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 70

Note—24p.

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Objectives, \*Evaluation, \*National Surveys, \*Science Education

Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress

This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. In light of science objectives, exercises assessing knowledge, skills, and other educational achievements were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights, explaining what young people know about specific questions or tasks, what information or skills they have, and what misinformation they possess. A related document is EA 003 034. (Author/LLR) Primary type of information provided by report: Results (Summary) (National).

ED 055 785

SE 011 113

**National Assessment of Educational Progress, Report 1—Science: National Results. Observations and Commentary of a Panel of Reviewers.**

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—Jul 70

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-210, \$0.50)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Curriculum, \*Evaluation, \*National Competency Tests, National Surveys, \*Natural Sciences, \*Science Education, \*Sciences, Scientific Attitudes, Scientific Concepts

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Presented are five reviews of the National Assessment of Educational Progress results in science. Dr. Mildred Ballou discusses the objectives of the assessment by age level with concern over explanations for responses, social implications, and validity of testing exercises. Wilmer Cooksey comments on the results as viewed by the classroom teacher and interprets results at each age level with implications pertinent to science education. Dr. Richard Merrill discusses the limitations of the study and makes possible suggestions in overcoming those limitations. Dr. Elizabeth Wood defines difficulties and hazards of the project concerning the public and mass media problems with making broad generalizations from specific test items. Dr. Stanley E. Williamson discusses what the National Assessment of Educational Progress in the sciences means to American education and what the National Assessment Program means to science education in the areas of curriculum design and development, and strategies and techniques of teaching. (BB) Primary type of information provided by report: Results (Interpretation) (National).

ED 055 786

SE 011 115

*Norris, Eleanor*

**National Assessment of Educational Progress, Report 1—Science: National Results and Illustrations of Group Comparisons.**

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—Jul 70

Note—226p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-208, \$1.75)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—\*Evaluation, \*National Competency Tests, National Surveys,

\*Natural Sciences. \*Science Education. \*Sciences. Science Tests. Scientific Attitudes. Scientific Concepts  
 Identifiers—First Science Assessment (1970). National Assessment of Educational Progress

This publication, written for citizens and professional educators, relates about 40 percent of the data describing what groups of Americans know and can do in the area of science. Nine-year old elementary (28,000), thirteen-year old junior high (28,000), and senior high students were tested. In addition 10,000 adults, ages 26-35, were involved. Four major objectives assessed included: (1) Fundamental Facts and Principles of Science, (2) Abilities and Skills Needed to Engage in the Process of Science, (3) Understanding the Nature of Science, Attitudes and Appreciations of Scientists, Science, and (4) the Consequences of Science that Stem from Adequate Understandings. Data were analyzed to yield information regarding: (1) four geographic regions, (2) four sizes of communities, (3) four types of communities, (4) sex, and (5) levels of parents education. Appendices include the development of the National Assessment Exercises, Definition of Terms, Structure of Sampling and Weighting, and Data for Nine Selected Science Exercises. There is no attempt in this report to discuss whether these results show that the status of science education and knowledge in the United States is good or bad, or to make recommendations on the basis of these results. (BB) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 063 101 SE 012 307  
 Tukey, John W. And Others

National Assessment Report 4 1969-1970  
 Science: Group Results for Sex, Region, and Size of Community.

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Report No.—NAEP-4

Pub Date—Apr 71

Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0843, \$1.00)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Evaluation, \*National Competency Tests, \*National Norms, \*National Surveys, Science Education, \*Sciences, Scientific Attitudes, Scientific Concepts

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

This report is part of the National Assessment on what children know and can do in science. The results are reported in terms of percentages of respondents who provide correct responses to specific exercises. Among the interesting results are the following: (1) Males performed better than females, increasingly through the four National Assessment ages; (2) Females did appreciably better than males on exercises involving knowledge

of human birth or reproduction; (3) At all four ages, respondents from the Southeast were successful less often than the respondents from the country as a whole; (4) The other three regions were similar to one another in typical performance, with some regional variations; and (5) Individuals living in urban fringe areas scored the highest and those in large cities the lowest. Appendices include: Definitions of Age, Region and Size of Community; National Percentages of Success; Effects for Region, Size of Community, and Sex for the Science Exercises; and Standard Errors for Region, Size-of-Community, and Sex Effects. (BB) Primary type of information provided by report: Results (Subgroup).

ED 067 220 SE 013 723  
 National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—Dec 71

Grant—OEG-0-9-080771-2468

Note—196p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Achievement, \*Black Community, Ethnic Groups, \*Evaluation, National Competency Tests, \*Science Education, Student Characteristics, \*Testing

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on results from a 1969-70 assessment of scientific knowledge and extends these results to cover the performance of Blacks, of respondents with differing levels of parental education, and from differing types of communities. Blacks performed between 12 percent and 16 percent below the national average at the four age levels: 9, 13, 17 and young adults (26-35). When results were partially adjusted for disproportionate representation of Blacks on the variables of size of community, level of parental education, sex and region, the reduced difference between Black and national performance was between 7 percent and 10 percent at the four age levels. Blacks performed best on those science exercises largely dependent upon daily experience and common knowledge, and worst on those which involved a detached research attitude toward the objects and phenomena of science. (Author/CP) Primary type of information provided by report: Results (Subgroup).

ED 081 638

SE 016 789

National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—May 73

Note—215p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Achievement, \*Black Community, Ethnic Groups, \*Evaluation, \*National Competency Tests, \*Science Education, Student Characteristics, Testing Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on the results of a 1969-70 survey designed to measure the scientific knowledge of the nation's children and young adults. This report is a completely revised edition of a previously published preliminary volume (ED 067 220). The results cover the performance of Blacks, of respondents with differing levels of parental education, and from different types of communities. Blacks performed between 11.8 and 15.8 percent below the national average at the four age levels tested: 9, 13, 17 and young adults (26-35). When results were adjusted for disproportionate type of community, parental education, sex, and regional representation, the median results for Blacks were still below national results, but by amounts substantially less than those which do not take the balancing factors into account. The residual disadvantages were between -7.7 and -11.0 percent for the four age groups. Blacks performed best on those science exercises most dependent upon daily experience and common knowledge, and poorest on those which involve a detached research attitude toward the objects and phenomena of science. (Author/JR) Primary type of information provided by report: Results (Subgroup).

## (2) Second Assessment

### (b) Assessment Instrument

ED 072 976

SE 015 694

Mastie, Marjorie M., Ed. Johnson, George H., Ed.

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washing-

ton, D.C.

Pub Date--72

Grant--OEG-0-9-080771-2468

Note--53p.

Available from--National Assessment Office, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00, quantity discounts)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors--Behavioral Objectives, \*Behavior Standards, Educational Innovation, \*Educational Objectives, Educational Responsibility, Educational Status Comparison, Organization, \*Science Education, \*Scientific Enterprise, \*Scientific Literacy Identifiers--\*National Assessment of Educational Progress, Second Science Assessment (1973)

The 1970 revised science objectives are presented in this booklet along with a summary of the history and goals of the National Assessment of Educational Progress. Procedures used in reviewing and revising the 1965 version are described in detail. The National Assessment Science objectives are divided into three primary statements describing the behaviors expected to be observable in individuals as they move toward the attainment of scientific literacy: (1) Know the fundamental aspects of science; (2) Understand and apply the fundamental aspects of science in a wide range of problem situations; and (3) Appreciate the knowledge and processes of science, the consequences and limitations of science, and the personal and social relevance of science and technology in our society. Each primary objective is divided into subobjectives that deal with the fundamental aspects of science. Each subobjective is further defined with descriptions of related behaviors which are assessed by age levels. Lists of participants in mail reviews and members of panels are appended. (Author/CC) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 127 199

SE 021 246

**National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency--National Center for Education Statistics (DHEW), Washington, D.C. Report No.--NAEP-04-S-20

Pub Date--Dec 75

Note--332p.

Available from--Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-20, \$1.00)

Pub Type--Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors--\*Achievement, \*Educational Assessment, \*Educational Research, Elementary Education, Evaluation, Higher Education, Item Banks, \*National Surveys, Science Education, \*Scientific Concepts, Secondary Education

Identifiers--\*National Assessment of Educational Progress, Second Science Assessment (1973)

This volume provides documentation and selected data for the exercises used by the National Assessment of Educational Progress (NAEP) in nationwide surveys to measure changes in science achievement of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The exercise documentation includes a copy of the complete exercise, cross-reference identification numbers, the objectives an exercise measured, timing information, and description of the exercise by format, scoring requirements, and administration mode. (MH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Change) (Exercise Level).

ED 193 040

SE 032 898

**National Assessment of Educational Progress, Released Science Exercises, 1972-73.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date--Sep 75

Note--482p.; Not available in hard copy due to marginal legibility of original document.

Pub Type--Guides - Classroom - Teacher (052)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors--\*Educational Assessment, Elementary Secondary Education, \*National Competency Tests, Science Education, \*Science Tests

Identifiers--\*National Assessment of Educational Progress, Second Science Assessment (1973)

Presented are released science exercises from the National Assessment of Educational Progress in a loose-leaf format. Each exercise is followed by a documentation page that describes the objective being measured, mode of administration, age groups assessed, type of scoring, and national result. (CS) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

### (c) Procedures

ED 157 709

SE 024 513

**Searls, Donald T. And Others**

**Change in National Science Achievement: Some Analysis Problems.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date--75

Note--19p.; Contains occasional light and broken type.

Pub Type--Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors--\*Academic Achievement, \*Achievement, \*Educational Research, \*Reports, \*Science Education, \*Statistical Analysis, Surveys, Testing

Identifiers--\*National Assessment of Educational Progress, Second Science Assessment (1973)

This document explores some of the problems associated with understanding the data

of a report completed by the National Assessment of Educational Progress (NAEP). The report deals with science achievement among young Americans over a period of four years. The procedure used by NAEP in assessing educational achievement and the factors involved in the selection of data is explained. A general problem related to change measures used by NAEP is explicated and approaches that might clarify possible factors associated with observed results are explored. Two kinds of data adjustment for science achievement measures are illustrated. One is aimed at removing masquerading and double counting due to disproportionate distributions of subpopulations. The other is aimed at estimating the impact of shifts of these distributions over time and the shifts in masquerading that might change real performance. (GA) Primary type of information provided by report: Procedures (Analysis); Results (Change).

ED 206 672

TM 810 567

**Kalsbeek, William D. And Others**

**No-Show Analysis. Final Report.**

Research Triangle Inst., Durham, N.C. Statistics Research Div.

Spons Agency--Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.--NAEP-255U-1061-3

Pub Date--Apr 75

Contract--OEC-0-74-0506

Note--46p.

Pub Type--Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors--Educational Assessment, High Schools, Mathematical Models, \*Performance Factors, Sampling, \*Statistical Analysis

Identifiers--\*National Assessment of Educational Progress, \*Nonresponders, Second Science Assessment (1973)

The National Assessment of Educational Progress; Second Science Assessment No-Show Study assessed the magnitude and causation of nonresponse biases. A No-Show is defined as an individual who was selected as a sample respondent but failed to be present for regular assessment of the 17-year-old group. The procedure whereby a sample of eligible 17-year-old No-Shows were selected to take four specific No-Show assessment packages is briefly described. Estimates of biases due to nonresponse were made for the following domain variables: region; sex; race; size and type of community; derived parental education. These domains are outlined. Also documented are the domain estimation methodologies, terminology and the methods utilized for the computation of formulas. No-Show domain analysis results are briefly summarized in tables, but are detailed more fully elsewhere in separate appendixes. Results show that reliability estimates were positive and several were significant, indicating that regular assessment students generally performed better on assessment packages than did the no-shows. Separate exercise analyses of bias are considered in section 6 as an extension of the analyses covered by the study. Primary type of information provided by re-



port: Procedures (Evaluation) (Sampling).  
(Author/AEF)

### (d) Results

ED 104 723 SE 019 015  
**National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement.** National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-04-S-00

Pub Date—Feb 75

Note—26p.; Contains examples with small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Science Report No. 04-S-00; \$0.75)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Educational Assessment, Educational Research, \*Elementary Secondary Education, National Programs, \*National Surveys, \*Science Education, Student Evaluation, Surveys, Test Results

Identifiers—\*National Assessment of Educational Progress

This report includes a capsule description of changes in science achievement, as part of the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Concrete information is presented in the progress or decline of knowledge in science. It is reported that knowledge of fundamental scientific facts and principles has declined among American students. Data reported are based on an estimate of the percentage of individuals in a given age population who responded acceptably to a given question. To assess the growth or decline in attainment on a given question, the difference between performance in 1969-70 and 1972-73 was obtained. National results by age level are reported. Also presented is how groups of individuals responded to certain exercises. The groups are characterized by age, sex, race, region of the country, level of parental education, and size and type of community. A brief section includes putting the data into perspective. (Author/EB) Primary type of information provided by report: Results (Change) (Overview).

ED 111 693 SE 019 733  
**Selected Results from the National Assessments of Science: Scientific Principles and Procedures.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-04-S-02

Pub Date—Aug 75

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-S-02, \$1.25)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Curriculum, \*Educational Assessment, Educational Research, \*Evaluation, Inquiry, Science Activities, Science Course Improvement Projects, \*Science Education, Secondary Education, Secondary School Science, Testing

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in various learning areas. All areas are assessed by a group of educators who design objectives for each area and create measurement tools appropriate to the objectives. When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. Approximately 100,000 persons participate annually in these exercises. This report includes information on the ability of American youth to utilize the inquiry skills stressed in the new science curricula. The students participated in eight individualized activities which included the use of scientific apparatus to conduct testing procedures and simple experiments, the application of knowledge to the observation of materials in order to make generalizations, and the demonstration of principles by using models. Descriptions are given of the eight activities which were designed for students of ages 9, 13, and 17, and specifications are included for the sample populations which took part in the study. The results of the assessment are reported for each activity and include a breakdown according to geographical region, sex, color, parental education, and size and type of community. (MLH) Primary type of information provided by report: Results (Selective).

ED 127 143 SE 020 977  
**Science Achievement: Racial and Regional Trends, 1969-1973.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—NAEP-BRS-1

Pub Date—Mar 76

Contract—OEC-0-74-0506

Note—53p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (\$1.20)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement, \*Educational Research, Elementary Education, Elementary School Science, \*Evaluation, \*Racial

Composition, \*Racial Differences, \*Science Education, Secondary Education, Secondary School Science, Surveys  
Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This study presents regional and racial trends in science achievement for black and white students ages 9, 13, and 17 between 1969-70 and 1972-73. The study also presents changing patterns in the racial composition of schools. Among the findings was that in the nation as a whole, science achievement declined between 1969-70 and 1972-73. Declines between approximately 1 and 3 percentage points were observed for both blacks and whites at all three ages. Graphs and tables are provided for science achievement according to race, region of the country, and age, and for the racial composition of schools for various regions of the country. (MH) Primary type of information provided by report: Results (Change) (Race) (Regional).

ED 127 200 SE 021 247  
**National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—NAEP-04-S-03

Pub Date—Oct 75

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-03, \$1.45)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Attitudes, \*Educational Assessment, \*Educational Research, Elementary Education, Evaluation, Higher Education, \*Item Banks, National Surveys, Science Education, \*Scientific Attitudes, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This document presents many of the items used by the National Assessment of Educational Progress (NAEP) to measure the attitudes toward science of young Americans in four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The appendix presents national percentages and group differences for each of the science attitude items for the following variables: sex, race, region of the country, level of parental education, and size and type of community. (MH) Primary type of information provided by report: Results (Selective).

ED 127 201 SE 021 248  
**Sauls, Judith M. Kalk, John Michael**  
**National Assessment of Educational Progress. Changes in Science Achievement of Black Students.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.



## CITATIONS

Pub Date—[76]

Note—35p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Contains small print in figures and some broken type

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement, \*Black Community, \*Educational Assessment, \*Educational Research, Elementary Education, Evaluation, Minority Groups, National Surveys, Science Education, \*Scientific Concepts, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This report presents data and analyses concerning black participants in two nationwide surveys of science achievement conducted by the National Assessment of Educational Progress (NAEP) during 1969-70 and 1972-73. In both assessments, NAEP selected respondents aged 9, 13, and 17 using a deeply stratified, multi-stage probability sample. In addition to estimates of performance for age level, performance data are also included for groups categorized by sex, race, region of the country, and size and type of community. (MH) Primary type of information provided by report: Results (Change) (Race).

ED 127 202

SE 021 249

Sauls, Judith M.

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[76]

Note—36p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Small print in Exhibits

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement, \*Educational Assessment, \*Educational Research, Elementary Education, Evaluation, \*National Surveys, Science Education, \*Scientific Concepts, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This report summarizes two nationwide studies conducted by the National Assessment of Educational Progress (NAEP), in 1969-70 and 1972-73, in which information was gathered on the skills and knowledge in science of respondents aged 9, 13, and 17. Included in this report are: a description of the sample used and the science exercises used; statistical results of the studies according to age, region of the country, sex, and region and type of community; and supplementary graphs and tables displaying the data. (MH) Primary type of information provided by report: Results (Overview).

ED 127 203

SE 021 250

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NAEP-04-S-01

Pub Date—May 75

Note—27p.; Small print in Tables and Graphs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-01, \$0.75)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Assessment, \*Educational Research, Elementary Education, \*Energy, Evaluation, Higher Education, \*National Surveys, Physics, Science Education, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This report presents selected results concerning energy questions used to measure science achievement in the National Assessment of Educational Progress (NAEP), a nationwide survey of educational attainments of a sample of 9-year-olds, 13-year-olds, 17-year-olds, and adults aged 26-35. Data and graphs are presented concerning the performances on energy questions according to age level and type of question. (MH) Primary type of information provided by report: Results (Selective).

ED 139 666

SE 022 587

National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NAEP-04-S-20

Pub Date—Apr 77

Contract—OEC-0-74-0506

Note—1,134p.; For related document, see ED 127 199; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement, \*Educational Assessment, Educational Research, Elementary Education, \*Evaluation, \*National Surveys, Science Education, \*Scientific Concepts, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

This document provides information concerning response patterns on selected exercises used by the National Assessment of

A.1.SCI.(2).(d)

39

Educational Progress (NAEP) Project of the Education Commission of the States in a 1972-1973 national survey of American attitudes and knowledge of science. Four age groups (9-year-olds, 13-year-olds, 17-year-olds, and adults) are included. Data are partitioned according to geographic region, sex, race, amount of parental education, and size and type of community. The exercise documentation includes copies of many of the exercises, cross-reference identification numbers, the objectives measured by an exercise, timing information, and descriptions of exercises by format, scoring requirements, and administration mode. (CP) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Change) (Exercise Level).

ED 141 135

SE 022 646

National Assessment of Educational Progress. Science Technical Report: Summary Volume.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C. Report No.—NAEP-04-S-21

Pub Date—May 77

Contract—OEC-0-74-0506

Note—201p.; Contains small print in Tables ; Not available in hard copy due to marginal reproducibility of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (price to be determined)

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Achievement, \*Educational Assessment, Educational Research, \*Elementary School Science, Evaluation, Predictor Variables, \*Science Education, \*Secondary School Science

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

Each year since 1969, National Assessment has gathered information about levels of achievement. This report summarizes the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Having assessed achievements in science twice, National Assessment can report information on the progress or decline of knowledge in science. Highlights of the study indicate that knowledge of fundamental scientific facts and principles as measured by National Assessment declined among American students between 1969 and 1973. Other data indicate the gap between students in the Southeast and other parts of the nation narrowed between 1969 and 1973. Performance of boys continued to exceed those of girls. Performance of white students also continued to exceed those of blacks. Numerous tables and figures are used to present data. (RH) Primary type of information provided by report: Results (Technical Summary).

**ED 184 820** SE 030 365  
*Holmes, Barbara J. Wright, David*  
**What Do Young Adults Know About Science? Some Results From Two National Assessments.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—NAEP-08-S-50  
 Pub Date—Feb 80  
 Contract—OEC-0-74-0506  
 Grant—NIE-G-80-0003  
 Note—24p.  
 Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 (\$1.00).  
 Pub Type—Reports - Evaluative (142) — Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Educational Assessment, Educational Research, Educational Trends, Elementary Secondary Education, \*National Surveys, \*Science Education, \*Scientific Literacy, \*Secondary School Science, \*Young Adults  
 Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)  
 Data for this report come from the National Assessment of Educational Progress (NAEP), gathered in three science assessments of 9-, 13-, and 17-year-olds, and young adults. The assessments were conducted in 1969-70, 1972-73, and 1976-77. This paper focuses on changes in science knowledge of young adults from the second assessment to the third assessment and compares performance of young adults with that of 17-year-olds. Results report a uniform decline in scientific literacy among young adults and 17-year-olds, with no difference between the two groups in their performance on science exercises. Observations are also noted regarding patterns of responses as to gender, minority groups, and social factors. (CS) Primary type of information provided by report: Results (Change).

### (3) Third Assessment

#### (b) Assessment Instrument

**ED 161 686** SE 025 001  
**The Third Assessment of Science, 1976-77, Released Exercise Set.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—May 78  
 Contract—OEC-0-74-0506  
 Note—350p.; Not available in hard copy due to marginal legibility of original document  
 Pub Type—Tests/Questionnaires (160)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**  
 Descriptors—Achievement Tests, Attitude

Measures, \*Educational Assessment, \*Educational Testing, \*Elementary Secondary Education, \*Evaluation, \*National Competency Tests, \*Performance Tests, Science Education, Sciences

Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

The main purpose of this publication is to provide easy access to the released exercises from the third science assessment conducted by the National Assessment of Educational Progress (NAEP) in 1976-77. This publication focuses on materials for school-age population, and young adults are referenced only on the relevant exercise documentation pages. Exercises and documentation are presented in three parts in loose-leaf format to facilitate sorting and copying. Attitude and experience exercises (part A) are followed by cognitive exercises developed for the 1976-77 assessment (part B), and change exercises from the 1969-70 or 1972-73 assessments of service and the International Assessment exercise (part C). The introduction is divided into five sections. Section one briefly describes NAEP's assessment procedures and documentation. Each of sections two, three, and four presents the rationale, description and organization of the exercises included in parts A, B, and C. Section five contains two types of cross-reference tables. (HM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

**ED 179 402** SE 029 355  
**Science Objectives for the Third Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OEC-0-74-0506

Note—68p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Affective Objectives, \*Cognitive Objectives, \*Educational Assessment, Elementary Secondary Education, Inquiry, Performance Criteria, Process Education, \*Science Education, \*Skill Development, Values

Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

Presented is background information related to the third round of science assessment activities (1976-77) conducted by the National Assessment of Educational Progress (NAEP). Chapter one contains a description of the overall assessment plan, the general framework of objectives, criteria for selecting objectives, and procedures used for developing specific learner outcomes. Chapter two is focused on the cognitive domain while chapter three relates to attitudes, values, and experiences. Three appendices are included: (1) 1976-77 sample objectives, (2) a list of science consultants, and (3) objectives from cycles I and II. A short bibliography is included. (SA) Primary type of information

provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

#### (d) Results

**ED 159 026** SE 024 821  
**Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-08-S-00

Pub Date—Jun 78

Contract—OEC-0-74-0506

Note—44p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement, \*Educational Assessment, Elementary School Science, Elementary Secondary Education, \*National Competency Tests, Performance, \*Science Education, Secondary School Science, Statistical Analysis

Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

This is a report by the National Assessment of Educational Progress that contains selected results from the Third National Assessment of Science conducted in 76-77, with emphasis on relative performance changes in achievement from 1969 to 1977. The report describes the data base and methods of measuring changes of performance. It reports on the general patterns of change in science achievement across three age groups; the trend is downwards for the 9 and the 13 year olds, but to a lesser extent than in the first and second assessments, while achievement level of the 17 year olds continues to decline over the three assessments. Students in rural areas have shown consistent improvement in succeeding assessments. The report shows that the achievement level of whites is higher than that of blacks, and that of males is also higher than that of females in all three assessments. In the three appendices at the end numerous tables of results are supplied. (GA) Primary type of information provided by report: Results (Change) (Selective).

**ED 164 337** SE 026 299  
*Crane, Robert*

**Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-SK-08-S-01

Pub Date—Dec 78

Contract—OEC-0-74-0506

Note—64p.; Contains occasional small print in Exhibits

Pub Type— Reports - Research (143)  
 EDRS Price - MF01/PC03 Plus Postage.  
 Descriptors—\*Academic Achievement,  
 \*Educational Assessment, Educational Re-  
 search, Educational Testing, Elementary  
 Secondary Education, National Programs,  
 \*National Surveys, \*Science Education,  
 \*Scientific Literacy, Surveys, Testing  
 Identifiers—\*National Assessment of Educa-  
 tional Progress, Third Science Assessment  
 (1977)

The science achievement of American stu-  
 dents ages 9, 13, and 17 was measured during  
 the 1976-77 school year. Overall, 543 differ-  
 ent questions were asked in the cognitive as-  
 sessment of science at the three age levels.  
 The questions were developed according to a  
 two-dimensional matrix. One dimension, the  
 classification of the cognitive abilities re-  
 quired to answer specific science questions,  
 was divided into four categories: (1) knowl-  
 edge; (2) comprehension; (3) application; and  
 (4) analysis, synthesis, and evaluation. The  
 other dimension divided the domain of  
 science into three major areas: content, proc-  
 ess, and science and society. The questions  
 illustrate various topics of the biological  
 sciences, earth sciences, physical sciences,  
 and integrated topics such as equilibrium,  
 evolution, and probability. This document  
 gives examples of several types of questions,  
 and gives a summary of student performance  
 categorized according to age, sex, ethnic  
 background, region, size and type of com-  
 munity, and level of parental education. (BB)  
 Primary type of information provided by re-  
 port: Results (Selective).

ED 168 901 SE 027 551  
 Wright, David And Others

Three Assessments of Science, 1969-77:  
 A Technical Summary.

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tion Statistics (DHEW), Washington, D.C.  
 Report No.—NAEP-08-S-21

Pub Date—Apr 79

Contract—OEC-0-74-0506

Note—97p.; Contains occasional light and  
 broken type; Certain tables contain small  
 print

Available from—National Assessment of  
 Educational Progress, Suite 700, 1860 Lin-  
 coln St., Denver, Colorado 80295 (\$10.60)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Achievement, Adults, \*Age  
 Groups, \*Educational Assessment, Educa-  
 tional Research, Elementary Secondary  
 Education, \*National Surveys, \*Science  
 Education, Scientific Enterprise

Identifiers—National Assessment of Educa-  
 tional Progress, Third Science Assessment  
 (1977)

This technical summary describes the  
 changes in science performance on exercises  
 included in both the first and second science  
 assessments and on exercises included in  
 both the second and third science assess-  
 ments conducted by the National Assess-  
 ment of Educational Progress (NAEP). Using  
 the same exercises for adjacent assessments,

with some exercises common to all three, Na-  
 tional Assessment was able to measure im-  
 provements and declines in achievement  
 between 1969-70 and 1976-77. Each assess-  
 ment utilized a deeply stratified, multistage  
 probability sample design and a professional  
 data collection staff. To the extent possible,  
 administration conditions were kept constant  
 across assessments. The document contains a  
 brief introduction and four chapters: chapter  
 1 contains background information about the  
 project, chapter 2 presents national results by  
 age levels (9 years, 13 years, 17 years), chap-  
 ter 3 reports group results for 9-, 13- and  
 17-year olds, and chapter 4 contains a discus-  
 sion of the adult science assessments. Four  
 appendices are included: (1) A-Technical  
 Procedures: Sampling and Estimation of  
 Standard Errors; (2) B-Estimated Population  
 Proportions of Reporting Groups Based on  
 National Assessment Samples, 1969-70,  
 1972-73, and 1975-76; (3) C-Changes in  
 Procedures Between Assessments; and (4) D-  
 Nonresponse in Assessment Samples. (PEB)  
 Primary type of information provided by re-  
 port: Results (Technical Summary).

ED 177 017 SE 029 138  
 Ward, Barbara

Attitudes Toward Science: A Summary of  
 Results from the 1976-77 National Assess-  
 ment of Science.

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Inst. of Education  
 (DHEW), Washington, D.C.

Report No.—NAEP-08-S-02

Pub Date—Oct 79

Contract—OEC-0-74-0506

Note—108p.; Tables contain small print

Available from—National Assessment of  
 Educational Progress, 1860 Lincoln Street,  
 Suite 700, Denver, Colorado 80295 (\$6.55)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Attitudes, \*Educational Re-  
 search, Elementary School Science, Ele-  
 mentary Secondary Education, Evaluation,  
 Postsecondary Education, \*Science Educa-  
 tion, Scientific Attitudes, \*Scientific Enter-  
 prise, Scientific Research, Secondary  
 School Science, Surveys, Technology

Identifiers—\*National Assessment of Educa-  
 tional Progress, Third Science Assessment  
 (1977)

Reported are the findings from the 1976-77  
 assessment of attitudes toward science con-  
 ducted by the National Assessment of Educa-  
 tional Progress (NAEP). Data were collected  
 from four groups: 9-year-olds, 13-year-olds,  
 17-year-olds, and young adults. This contains  
 a one-page summation of the highlights of the  
 results, an introductory chapter describing  
 the methodology of the study, and five addi-  
 tional chapters. These are entitled: (1) Per-  
 sonal Experiences with Science; (2) Science  
 and Society; (3) Awareness of the Methods,  
 Assumptions and Values of Science; (4) A  
 Comparison of Results on Attitudinal and  
 Cognitive Science Items; and (5) Implications  
 and Perspectives. A bibliography and numer-  
 ous tables and exhibits are included. (PB) Pri-  
 mary type of information provided by report:

Results (Selective).

## i. SOCIAL STUDIES

## (1) First Assessment

## (b) Assessment Instrument

ED 049 111 SO 000 896

Norris, Eleanor L. Ed. Goodwin, Barbara, Ed.

National Assessment of Educational Progress. Social Studies Objectives.

Education Commission of the States, Denver, Colo.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—70

Grant—OEG-0-9-08771-2468-508

Note—43p.

Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single Copies \$1.00; 20% discount for 10 or more)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Accountability, Achievement Rating, Adults, Affective Objectives, Age Groups, Attitude Measures, \*Behavioral Objectives, Cognitive Objectives, Educational Objectives, Elementary School Students, High School Students, \*Human Relations, Inquiry, Measurement Instruments, Measurement Objectives, \*National Surveys, Social Attitudes, \*Social Studies

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This document presents the educational objectives for the area of social studies, one of 10 areas chosen for national assessment of educational outcomes. Also included is an introduction to the history and goals of the National Assessment program. These behavioral objectives for social studies are the result of inputs from laymen, experts, and the literature since 1945. Each of these objectives is broken down into measurable behaviors appropriate for the four age groups (9, 13, 17, and young adults): 1) Curiosity About Human Affairs; 2) Effective Use of Analytic-Scientific Procedures; 3) Sensitivity to Creative-Intuitive Methods of Explaining the Human Condition; 4) Knowledge Relevant to the Major Ideas and Concerns of Social Scientists; and, 5) A Reasoned Commitment to the Values That Sustain a Free Society. The exercises to be used in 1971-72 national assessment of social studies outcomes were developed from these objectives. The lay organizations, their representatives, and the experts who developed these objectives are listed in the appendices. In addition, see these related documents: ED 043 098, SO 000 898, and SO 000 899. (DJB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 118 481

Social Studies Technical Report: Exercise Volume.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-03-SS-20

Pub Date—Dec 75

Note—886p.; For a related document, see SO 008 859

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$8.95)

Pub Type—Reports - Research (143)

EDRS Price - MF06/PC36 Plus Postage.

Descriptors—Adult, Education, Attitudes, Data Analysis, Economics, \*Educational Assessment, Elementary Secondary Education, \*Evaluation, Evaluation Criteria, Evaluation Methods, Geography, History, Knowledge Level, \*National Surveys, Political Science, Skills, \*Social Sciences, \*Social Studies, Values

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This volume contains social studies assessment data and exercises from the National Assessment of Educational Progress (NAEP). NAEP is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in 10 learning areas, one of which is social studies. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change. This volume contains all the social studies assessment data which have been collected, scored, and analyzed to date and copies of approximately one-half of the social studies exercises that have been used in past assessments. Not included in this document are those social studies exercise tests which the National Assessment will administer again in the future to determine whether the performance level of Americans has improved or declined. However, the objectives that were measured by these unreleased exercises and their percentage results are presented. For exercises that have been released, this volume provides an exact copy of the exercise, complete documentation about administration and scoring procedures, and the percentage results for the national sample and each of the subpopulation reporting groups. Researchers who need detailed information about the exercises and state and local educators who want to use NAEP exercises in their own assessment program will find this documentation useful. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## (d) Results

ED 091 300

Marriner, Gerald L. Crane, Robert

Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educa-

SO 008 878

tional Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.

Report No.—NAEP-03-SS-01

Pub Date—Dec 73

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.05)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Civics, Civil Liberties, Data Analysis, \*Educational Assessment, Elections, Evaluation, Measurement Instruments, \*National Surveys, \*Political Attitudes, \*Political Science, \*Social Studies, Tables (Data), Test Results, United States Government (Course), Values

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

The National Assessment of Educational Progress is an information-gathering project which surveys the educational attainments of 9, 13, and 17-year-olds and adults in ten subject areas, with two areas assessed every year. The results of the 1971-72 assessment of political knowledge and attitudes are summarized in this report. Chapters 1-4 present national results for each exercise in the volume. The four chapters group the exercises in the following areas: attitudes toward the underlying values of American society; knowledge of the role and function of government; knowledge of and attitudes toward constitutional rights; and knowledge of the electoral process and of the role of political parties. A rationale for the choice of content of the exercises introduces each chapter. Each exercise is reproduced with its possible answers, and tables show the percentage of responses to each answer. The fifth chapter presents summary results for various sub-populations at each age level. The variables used for the division are region of country, sex, color, parental education, and size and type of community. Each variable is defined, and tables present statistics on each variable as well as on group differences from the national percentage and limitations of the data. (Author/KSM) Primary type of information provided by report: Results (Selective).

ED 085 332

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—Dec 73

Note—4p.

Available from—Educational Commission of the States, National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Free)



**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—**Citizenship, Civics, Civil Rights, Data Analysis, Democratic Values, \*Educational Assessment, Legal Education, \*Newsletters, Political Attitudes, \*Political Science, \*Public Affairs Education, \*Social Studies, Surveys, Voting Rights, Youth

**Identifiers—**First Social Studies Assessment (1972), \*National Assessment of Educational Progress, \*United States Constitution

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject matter areas. The lead article provides findings from a recent report entitled: "Political Knowledge and Attitudes: A Special Social Studies Report from the National Assessment of Educational Progress" which shows that nearly one out of every four young adults in the nation is unaware that the U.S. Constitution contains a statement of his civil rights. Another article concerned with the report reviews misunderstandings about voting ballots among 17-year-olds and discusses comparative levels of political knowledge. Further reports in a series that will present survey findings in other subject areas are announced. Letters to the editors comment on a previous report on the teaching of reading. The newsletter is free to those on the mailing list. A related document is ED 073 007. (KSM) Primary type of information provided by report: Results (Overview).

ED 095 060

SO 007 688

Crane, Robert

**The First Social Studies Assessment: An Overview.** National Assessment of Educational Progress. Report No. 03-SS-00. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

**Spons Agency—**National Center for Educational Statistics (DHEW/OE), Washington, D.C.

**Report No.—**R-03-SS-00

**Pub Date—**Jun 74

**Note—**77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.90)

**Pub Type—**Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**Achievement, Achievement Tests, Attitudes, \*Educational Assessment, \*Educational Research, Elementary School Students, Evaluation, Knowledge Level, \*National Competency Tests, Racial Characteristics, Secondary School Students, Sex (Characteristics), Skills, \*Social Sciences, \*Social Studies, Young Adults

**Identifiers—**First Social Studies Assessment (1972), \*National Assessment of Educational Progress

Discussed in this report are the results of the first social studies assessment from the

National Assessment of Educational Progress, a project of the Education Commission of the States. Exercises especially designed to test the attainment of social studies skills, knowledges, and attitudes were administered to a random sampling of 9-year-olds, 13-year-olds, 17-year-olds, and adults. Among the findings are the following: (1) Less than one half of America's 17-year-olds and young adults understand how to use all parts of a simple ballot; (2) relatively few Americans can read and interpret graphs, maps, or tables effectively; (3) a rather large gap exists between the attitudes Americans profess to hold and the actions they take in specific situations; (4) young Americans generally have very little knowledge about the contributions of minority groups to our culture and history; (5) blacks show a marked disadvantage in skills, knowledge, and attitudes assessed at all age levels; (6) females outperform males on both skill and attitude exercises during the school years, but fall behind the males by age adult; and (7) Southerners consistently perform below the national levels of success in all three areas. (Author/RM) Primary type of information provided by report: Results (Overview).

ED 097 271

SO 007 838

Crane, Robert

**Contemporary Social Issues.** National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

**Spons Agency—**Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

**Report No.—**NAEP-03-SS-02

**Pub Date—**Jul 74

**Note—**55p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-SS-02; \$0.65)

**Pub Type—**Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Data, \*Educational Assessment, Environment, Justice, Minority Groups, National Surveys, Resource Materials, \*Social Problems, \*Social Studies, \*Student Attitudes, Student Interests, Urban Environment, \*Urbanization

**Identifiers—**First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This document presents information about young people's perceptions of contemporary society as elicited by the 1971 National Assessment in social studies. Topics covered include perceptions (1) of contemporary urban problems, (2) environmental quality, and (3) minority groups and social justice. Responses to the open-ended questions are displayed in tables and graphs which distinguish the age groups surveyed, 9, 13, 17, and adult; acceptable responses; and categories of answer content. For example, 13- and 17-year-olds listed the three most important problems facing large cities in the United States. A table showing the percentages of students able to

respond and a table of those responses with percentages of students mentioning them are presented. Then the students chose one problem about which they would like to ask questions; percentages choosing various problems are given. The tabular evidence is investigated, and sample responses are given. The material in this document can suggest areas for curricular emphasis and new questioning exercises that may "turn students on." Use of these materials to stimulate discussion and for comparing student responses is encouraged. (JH) Primary type of information provided by report: Results (Selective) (Topical).

ED 111 748

SO 008 606

Fair, Jean. Ed.

**National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; National Council for the Social Studies, Washington, D.C.

**Spons Agency—**Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

**Pub Date—**75

**Note—**121p.; For the full NCSS report, See ED 100 739-746

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$1.90)

**Pub Type—**Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Citizenship, \*Educational Assessment, \*Educational Objectives, \*Evaluation, Evaluation Methods, Measurement Instruments, Measurement Objectives, Models, National Surveys, \*Social Studies, Test Validity

**Identifiers—**First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This report of a study conducted by the National Council for the Social Studies (NCSS) reviews, interprets, and disseminates findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special steering committee working under the auspices of NCSS. Chapter titles include: (1) National Assessment and Social Studies Education: The Setting, by Jean Fair; (2) Potential Uses of the National Assessment Model at the State Level and for Accountability Purposes, by Bob L. Taylor; (3) On the Need for Criterion-Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship, by Joseph C. Grannis; (4) Evaluating Social Studies and Citizenship Education: Some Alternate Approaches, by Michael Scriven; (5) Critique of NAEP Objectives and Procedures: Citizenship and Social Studies, by A. Guy Larkins; (6) Validity of Social Studies and Citizenship Exercises, by Francis P. Hunkins; (7) A Rating of Social Studies Exercises by Social Studies Educators, by

June Chapin; (8) An Analysis of a Selected Set of Social Studies Exercises: Knowledge of Institutions, by C. Benjamin Cox; and (9) A Response from the National Assessment, by J. Stanley Ahmann. The appendixes include the NAEP citizenship and social studies objectives, performance evaluations, and a bibliography. (DE) Primary type of information provided by report: Results (Interpretation).

**ED 117 019** SO 008 859  
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-03-SS-21

Pub Date—Nov 75.

Note—120p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, Adult Education, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Evaluation, Intellectual Development, Measurement Objectives, \*National Surveys, Racial Differences, Sex Differences, Social Differences, \*Social Studies, Student Evaluation, Test Results

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment's reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledges, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all exercises from theme to objective. (Author/DE) Primary type of information provided by report: Results (Technical Summary).

**EJ 089 440**

*Vandermyr, Gaye*

America's Uninformed Electorate

Pub Date—Jan-Feb 74

Journal Cit—Compact; 8; 1; 11-13

Descriptors—\*Civics, Civil Liberties, Democracy, \*Educational Assessment, Freedom of Speech, \*National Surveys, \*Social Studies

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

Highlights a recently reported national survey of what young Americans (ages 9-35) know and understand about their constitutional rights, the political process, the role of government and basic democratic principles. Findings indicate that many Americans are unfamiliar with the political functionings of the country or their rights guaranteed under law. (Author) Primary type of information provided by report: Results (Selective).

## (2) Second Assessment

### (b) Assessment Instrument

**ED 097 288** SO 007 860

Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—74

Note—46p.

Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00 single copy, 20 percent discount on 10 or more)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement, \*Educational Assessment, \*Educational Objectives, \*Evaluation, Humanistic Education, Intellectual Development, \*Measurement Objectives, Self Concept, \*Social Studies, Values

Identifiers—\*National Assessment of Educational Progress. Second Citizenship Social Studies Assess (1976)

Major social studies objectives delineated in this booklet provide a framework for the measurement of student achievement in the social studies. The booklet is arranged in four chapters. The first chapter describes the development of social studies objectives; the other chapters respectively list the social studies objectives for the specific age groups: 9-year-olds, 13-year-olds, and 17-year-olds and adults. In each of the later chapters major objectives are stated, followed by specific age-related subobjectives. Six major objectives emphasize the need for students to develop (1) a knowledge base for understanding the relationships between human beings and their social and physical environment; (2) an understanding of the origins and interrelationships of beliefs, values, and behavior patterns; (3) the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues; (4)

the human relation skills necessary to communicate and work with others; (5) a positive self-concept, self-esteem, and movement toward self-actualization; and (6) a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing the preservation of human rights. The appendix lists conference participants and consultants. (Author/DE) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

## (d) Results

**ED 161 791** SO 011 251

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-07-SS-01

Pub Date—Sep 78

Contract—OEC-0-74-0506

Note—65p.; Exhibits 5-7, 16-18, 22-24, and Figures 1-7 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Age Groups, Comparative Analysis, \*Educational Assessment, Educational Trends, Elementary Secondary Education, Knowledge Level, \*National Surveys, Skill Development, \*Social Studies, Student Attitudes, Student Characteristics, Tables (Data), Trend Analysis

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The report presents data on changes in social studies achievement for young Americans aged nine, 13, and 17 during the period 1972-76. Data were collected through two surveys conducted by the National Assessment of Educational Progress during the 1971-72 and 1975-76 school years. Test items were categorized in three major areas: knowledge, skills, and attitudes. Four topics included under knowledge were economics, geography, history, and politics. Skill items dealt with ability to obtain and interpret information; questions about attitudes covered support for constitutional rights and respect for others. In this report, the first three chapters describe results for the three major areas. Each chapter includes a summary of changes in national performance, samples of the items used, and data for various population groups. Chapter four compares achievement for 13 and 17-year-olds. Overall results of the assessment revealed that nine-year-olds showed no statistically significant change in performance, and that 13 and 17-year-olds' performance declined. Seventeen-year-old Hispanic students and students living in the West displayed smaller declines than the na-

tion as a whole. Although overall performance of blacks remained below that of whites, at age nine blacks showed more improvement than whites. At age 13 black performance remained the same while white performance declined. (Author/AV) Primary type of information provided by report: Results (Change) (Selective).

ED 162 957 SO 011 365  
**Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-07-C-00

Pub Date—Oct 78

Contract—OEC-0-74-0506

Note—67p.; Exhibits 1-21 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Age Groups, Citizen Participation, \*Citizenship, Comparative Analysis, Decision Making Skills, Democratic Values, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Government Role, \*National Surveys, Performance Factors, Social Studies, Tables (Data)

Identifiers—\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

A report is presented of a national assessment of young Americans' achievement of citizenship goals. Conducted by the National Assessment of Educational Progress, the study measured achievement of six behavioral objectives. These were: (1) show concern for the well-being and dignity of others, (2) support just law and the rights of all individuals, (3) know the main structure and functions of government, (4) participate in democratic civic improvement, (5) understand important world, national, and local civic problems, and (6) approach civic decisions rationally. Students in the survey represented nine-, 13-, and 17-year-old age groups. Chapter one of the report is a summary of citizenship achievement at each age for all six objectives. Chapters two through seven each focus on one of the objectives, discussing overall results for that particular objective and featuring sample questions. The final chapter compares different performance levels among age groups. Tables of data accompany the discussion in all chapters. (Author/AV) Primary type of information provided by report: Results (Overview).

## j. WRITING

## (1) First Assessment

## (b) Assessment Instrument

ED 033 870 SE 007 685

Norris, Eleanor L.

Writing Objectives.

Committee on Assessing the Progress of Education, Ann Arbor, Mich.

Pub Date—69

Note—19p.

Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (\$1.00).

Document Not Available from EDRS.

Descriptors—Affective Objectives, Cognitive Objectives, \*Communication Skills, \*Educational Objectives, Evaluation, \*Writing (Composition), \*Writing Skills

Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop writing objectives. Four objectives related to writing skills are stated: "write to communicate adequately in a social situation"; "write to communicate adequately in a business or vocational situation"; "write to communicate adequately in a scholastic situation"; and "appreciate the value of writing." Each of the first three objectives is defined more specifically in terms of tasks appropriate for four chosen age levels: 9-, 13- and 17-year olds, and adults. The fourth objective is discussed in terms of three sub-goals. Appendices list the names of experts, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

## (d) Results

ED 051 245 TE 002 474

Norris, Eleanor L. And Others

National Assessment of Educational Progress. 1969-1970 Writing: National Results.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—NAEP-3

Pub Date—Nov 70

Note—166p.; National Assessment Report 3 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Age Differences, Behavioral Objectives, \*Communication (Thought Transfer), Comparative Analysis, \*Data Collection, \*Educational Objectives,

\*Writing Skills

Identifiers—Educational Testing Service, First Writing Assessment (1970), \*National Assessment of Educational Progress

National results for writing, one of the three subject areas assessed during the first year of data collection by National Assessment, are presented in this volume. National results for the other two subjects, science and citizenship, are presented in separate volumes. The purpose of this project is to explore whether an assessment of educational outcomes is possible, and, if so, to develop the plan and methods for conducting it. The Educational Testing Service (ETS) of Princeton, N.J., developed the objectives and exercises in writing, working with subject matter experts and others concerned with educational planning. Four broad objectives were defined: (1) write to communicate adequately in a social situation, (2) write to communicate adequately in a business or vocational situation, (3) write to communicate adequately in a scholastic situation, (4) appreciate the value of writing. Examples of types of behaviors expected at each of the four age levels (ages 9, 13, 17 and adults) are spelled out. The percentage of respondents who were able to complete each writing task successfully is shown. A number of writing tasks were given at more than one age and thus allow comparisons between ages. Results of these comparisons are given. The exercises reported here show what people at four age levels know, what they can do, and what their attitudes are in one subject area, writing. Five appendices are included. For related document, see TE 002 475. (CK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level) (National).

ED 051 246

Norris, Eleanor L. And Others

National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—NAEP-5

Pub Date—Apr 71

Note—143p.; National Assessment Report 5 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Age Differences, Behavior Patterns, Communication (Thought Transfer), \*Community Size, \*Sex Differences, Surveys, \*Urban Areas, \*Writing (Composition)

Identifiers—First Writing Assessment (1970), \*National Assessment of Educational Progress

National results for writing, one of the subjects assessed by National Assessment during 1969-70, were reported in November 1970. In the present report, results are presented by age (9, 13, 17 and young adults between 26 and 35) and by three classifications: (1) sex, (2) region: southeast, central, west, and (3) size of community: big cities, urban fringes, medium-size cities and smaller places. The

data are examined for evidence of patterns of performance—for example, in general, how do males and females compare in percentage of successful performance? How does each region compare with the nation as a whole? How does each size of a community compare with the nation as a whole? The general, or typical, behavior is described, and then exercises on which a group performed much above or much below its own typical level are described and discussed. The general findings are: (1) Females perform better than males at all four ages, but their advantage is greater for 17s and adults than for 9s and 13s; (2) The northeast and central regions typically are above the nation as a whole; (3) The urban fringe typically performs above the nation as a whole, and the advantage is greater at ages 17 and adult than at ages 9 and 13. Three appendices are attached. For related document, see TE 002 474. (CK) Primary type of information provided by report: Results (Subgroup).

ED 062 325

TE 002 875

Writing: National Results—Writing Mechanics.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-8

Pub Date—Feb 72

Note—207p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Basic Skills, Children, \*Comparative Analysis, Creative Writing, English Education, \*English Instruction, Error Patterns, Essays, Evaluation Methods, Letters (Correspondence), National Surveys, Structural Grammar, Writing (Composition), \*Writing Exercises, \*Writing Skills, Young Adults

Identifiers—First Writing Assessment (1970), \*National Assessment of Educational Progress

This is the third National Assessment report on the writing of children aged 9, 13, and 17, and young adults. The three exercises used in the writing assessment were: Age 9: The Forest Fire Exercise; Age 13: The Famous Person Exercise; and Age 17: The Famous Person Exercise. An exercise for young adults (Adults: The Commissioner Stroud Letter) required them to write formal letters to public officials expressing a viewpoint on an issue. The report contains separate chapters for each age group: Chapter 2 describes the essays written by 9-year-olds; Chapter 3 reports on 13-year-olds; and Chapters 4 and 5 describe 17-year-olds and young adults, respectively. Each chapter begins with an introductory statement about particularly important aspects of the essays that age group wrote. Chapter 6 discusses The Differences between 9's, 13's, 17's and Adults. The results of the four analyses (overall quality, error counts, characterization, and computer) are presented under six headings: essay length, paragraphing, punctuation and capitalization, sentence structure, agreement, and words (spelling, vocabulary and usage). Six appendices present: Procedures for Assigning Over-



all Quality Scores; Kinds of Errors Sought in the Error Count Analysis; Characterizations; Computer Scoring of Essays; Sample Percentages; and Best Essays. Tables and figures illustrate the text. (Author/LS) Primary type of information provided by report: Results (Overview).

ED 075 822 CS 200 460  
Slotnick, Henry B., Comp.

**Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-10

Pub Date—Nov 72

Note—1.025p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. (\$8.00, including postage)

**EDRS Price - MF07/PC41 Plus Postage.**

Descriptors—Accountability, Age Differences, Creative Writing, Educational Background, \*Elementary Education, Evaluation, Racial Differences, \*Secondary Education, Sex Differences, \*Writing Skills  
Identifiers—First Writing Assessment (1970). \*National Assessment of Educational Progress

This study contains writing samples from 9, 13, and 17 year olds and from adults (aged 26-35). The study is one of a series undertaken by the National Assessment of Educational Progress to gather information about how Americans write. The respondents, chosen by random sampling, wrote a letter or an essay in response to an exercise. Separate chapters include samples of the writings of each of the four age groups tested. The papers included are roughly at the 15th, 50th, and 85th percentiles in their respective distributions, or in the lower, middle, and upper ranges. The writings were transcribed for computer reproduction and appear as printouts in this report. Each chapter begins with a table which presents the region of the country, sex, color (non-black or other), community size and type, and highest educational attainment of the respondent's parents. (Author/DI) Primary type of information provided by report: Results (Respondent Examples).

ED 077 029 CS 200 581  
Knapp, John V. Slotnick, Henry B.

**Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-11

Pub Date—May 73

Note—90p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Business English, \*Educational Research, Elementary Education, Expository Writing, Racial Differences, Secondary Education, Sex Differences, Social Differences, \*Technical Writing, Writing (Composition), \*Writing Skills

Identifiers—First Writing Assessment (1970). \*National Assessment of Educational Progress

This study reports the findings of that part of the 1969-70 National Assessment of Educational Progress which surveyed certain kinds of writing skills. Respondents were children, teenagers, and young adults (ages 26-35) who wrote exercises related to the objectives of (1) writing to communicate adequately in a social situation, (2) writing to communicate adequately in a business or vocational situation, (3) writing to communicate adequately in a scholastic situation, and (4) appreciating the value of writing. The survey is divided into four chapters, each of which reports detailed results of the exercises related to the four objectives. Results are discussed and reported in graph and chart form and are presented for an age group as a whole and for groups representing (1) different regions of the country, (2) both sexes, (3) different races, (4) different sizes and types of communities, and (5) for persons having different parental education. (See related document ED 051 245.) (Some material will have poor reproducibility due to type size.) (DI) Primary type of information provided by report: Results (Subgroup).

## (2) Second Assessment

### (b) Assessment Instrument

ED 072 460 CS 200 355  
Writing Objectives for 1973-74 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—72

Grant—OEG-0-9-080771-2468

Note—36p.

Available from—National Assessment Office, Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80203 (\$1.00)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Objectives, \*National Competency Tests, \*National Surveys, Writing (Composition), \*Writing Skills

Identifiers—\*National Assessment of Educational Progress, Second Writing Assessment (1974)

This booklet presents the objectives prepared for the National Assessment of Educational Progress's reassessment of writing. The three main writing objectives were: (1) Demonstrates ability in writing to reveal per-

sonal feelings and ideas; (2) Demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) Indicates the importance attached to writing skills. Discussions and examples of the way in which the objectives apply to each of the four test groups (age 9, age 13, age 17, and adult) are included. The revised educational objectives are accompanied by a summary of the history and goals of the National Assessment, the procedures used to develop the revised writing objectives, and several appendixes listing the names of those who reviewed the 1965 Writing Objectives, the members of the Writing Objectives Revision Panel, the members of the Lay Review Conference, those who reviewed the Revised Writing Objectives, and those who provided a supplementary review of the Revised Writing Objectives. (DD) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 155 728 CS 204 215  
The Second National Assessment of Writing:

**New and Reassessed Exercises with Technical Information and Data,**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—NAEP-05-W-20

Pub Date—May 78

Contract—OEC-0-74-0506

Note—946p.; Not available in hard copy due to marginal reproducibility of original document

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$25.00); Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Write for price)

Pub Type—Reports - Research (143)

**EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.**

Descriptors—Achievement Tests, Age Differences, Educational Assessment, Educational Testing, Elementary School Students, Elementary Secondary Education, \*National Competency Tests, Racial Differences, Secondary School Students, Sex Differences, Social Differences, \*Statistical Data, Tables (Data), \*Test Results, \*Writing (Composition), \*Writing Exercises, \*Writing Skills

Identifiers—\*National Assessment of Educational Progress, Second Writing Assessment (1974)

In the 1973-74 National Assessment of Writing, nine-year-old, thirteen-year-old, and seventeen-year-old students were asked a variety of questions designed to measure their achievement of specific writing objectives. This report provides copies of approximately one-half of the exercises from the writing assessment along with information on students' performance on each one. Following each exercise, information is provided on administration and scoring procedures, and results are given for the nation as a whole and for students in subpopulations representing differ-

ences in age, sex, geographic region, level of parental education, size and type of community, and race. For open-ended exercises, a detailed scoring guide and sample responses are included; for multiple choice exercises, the correct answers are indicated. For exercises also administered in the 1969-1970 assessment of writing, changes in results and documentation for the earlier assessment are reported. Introductory material explains the National Assessment of Educational Progress sample design, reporting variables, computation of the data, organization of the volume, exercise documentation pages, scoring procedures, and data tables. (GW) Primary type of information provided by report: Assessment Instrument (Released Exercises): Results (Exercise Level).

### (c) Procedures

**ED 124 942** CS 202 761  
*Mullis, Ina V. S.*  
**The Primary Trait System for Scoring Writing Tasks.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—76  
 Note—34p.; Report presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Elementary Secondary Education, \*Essay Tests, Evaluation, \*Evaluation Criteria, \*Evaluation Methods, \*Measurement Instruments, National Surveys, Writing (Composition), \*Writing Exercises, \*Writing Skills  
 Identifiers—\*National Assessment of Educational Progress, Second Writing Assessment (1974)

The purpose of this paper is to present the rationale and procedures used to implement the National Assessment of Educational Progress (NAEP) system of scoring writing papers from the 1974 national assessment of writing. Identifying important writing skills and developing writing tasks, scoring guides, and scoring procedures are also discussed. A national assessment exercise, the scoring guide developed for the exercise, and sample responses for the score points, as well as the national results for this exercise comprise the remainder of the booklet. (LL) Primary type of information provided by report: Procedures (Scoring).

### (d) Results

**ED 113 736** CS 202 322  
**Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educational Statistics (DHEW/OE), Washing-

ton, D.C.  
 Report No.—NAEP-05-W-01  
 Pub Date—Oct 75  
 Note—67p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. S/N 017-080-01854-3, \$1.30)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Elementary Secondary Education, \*Grammar, Longitudinal Studies, \*Measurement Instruments, National Surveys, Paragraph Composition, \*Punctuation, \*Writing (Composition), \*Writing Skills  
 Identifiers—\*National Assessment of Educational Progress  
 This report, part of the National Assessment of Educational Progress (NAEP) survey, describes one facet of the national assessment of writing. The students—9-, 13-, and 17-year-olds who constitute the sample for the NAEP studies—were told to use their best writing but were not told that their papers would be examined for mechanical correctness. The data on mechanical correctness obtained from an examination of these papers during the 1974 survey are compared with the data obtained from the 1970 assessment. Richard Lloyd-Jones of the University of Iowa (Iowa City) and Ross Winterrowd of the University of Southern California (Los Angeles) offered the following observations about the writing assessment results: there is no evidence that the schools must "go back to basics" because the basics seem well in hand; language is always changing, but new ways of writing may not be worse in any defensible sense; writing is inextricably tied to reading; "Edited Standard English" as taught in most schools is one dialect of English; there are fewer rewards for being a good writer; and increasing class size results in fewer writing assignments. (RB) Primary type of information provided by report: Results (Change) (Selective).

**ED 128 814** CS 202 929  
*Mullis, Ina V. S.*  
**Highlights and Trends from National Assessment: Writing and Change in Writing Skills.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Pub Date—76  
 Note—27p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Achievement Tests, Creative Writing, Educational Testing, Elementary Secondary Education, Measurement, \*National Competency Tests, Scoring, Testing, \*Test Results, \*Writing Skills  
 Identifiers—\*National Assessment of Educational Progress, Second Writing Assessment (1974)  
 The National Assessment of Educational Progress uses a variety of test items and scoring techniques in measuring the writing

achievement of three age groups—nine, thirteen, and seventeen year olds. This document discusses the holistic scoring of essays, including mechanical correctness and grammatical usage; the primary-trait method of scoring, with types of discourse rated according to their purposes; and the checking of content on a presence/absence basis. Included are tables of findings, examples of essays, background questionnaires, and scoring guides. (JM) Primary type of information provided by report: Procedures (Scoring); Results (Change) (Respondent Examples).

**ED 130 312** CS 203 025  
**Expressive Writing: Selected Results From the Second National Assessment of Writing.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
 Report No.—NAEP-05-W-02  
 Pub Date—Nov 76  
 Contract—OEC-0-74-0506  
 Note—60p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Write for Price)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Academic Achievement, Age Differences, Creative Writing, Educational Assessment, Educational Research, Elementary Secondary Education, Ethnic Groups, \*Expressive Language, National Surveys, Sex Differences, Socioeconomic Influences, Writing (Composition), \*Writing Skills  
 Identifiers—\*Expressive Writing, \*National Assessment of Educational Progress, Second Writing Assessment (1974)  
 Three expressive writing tasks from the 1974 national assessment of writing are summarized and discussed in this report. Results indicated that for a majority of students, first-draft expressive writing is unstructured and lacking in coherence. The tendency to integrate feelings and to organize them in coherent expressions develops between the ages of 9 and 13, with some further development between 13 and 17. The proportions of good, expressive papers written by females, by students whose parents have post-high school education, and by students from relatively affluent communities are greater than the proportions for males, blacks, children of the poorly educated, and children who live in relatively impoverished areas. The capacity to enter into an imaginary situation with a controlled and consistent point of view grows steadily with age, though even at age 17 almost half the students are unable to do this competently. Sample papers and a copy of the revised National Assessment of Educational Progress writing objectives are also included in this report. (Author/AA) Primary type of information provided by report: Results (Selective).

**ED 135 006** CS 203 221  
**Explanatory and Persuasive Letter Writing:  
 Selected Results from the Second National  
 Assessment of Writing.**

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tional Statistics (DHEW/OE), Washing-  
 ton, D.C.

Report No.—NAEP-05-W-03

Pub Date—Feb 77

Contract—OEC-0-74-0506

Note—32p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Descriptive Writing,  
 \*Educational Assessment, Elementary Sec-  
 ondary Education, \*Expository Writing,  
 \*Letters (Correspondence), National Sur-  
 veys, \*Persuasive Discourse, \*Writing  
 Skills

Identifiers—\*National Assessment of Educa-  
 tional Progress, Second Writing Assess-  
 ment (1974)

The National Assessment of Educational  
 Progress (NAEP) is an information-gathering  
 project that surveys the educational attain-  
 ments of 9 year olds, 13 year olds, 17 year  
 olds, and adults (ages 26 to 35) in ten learning  
 areas, one of which is writing. This report  
 focuses on persuasive and explanatory letter  
 writing, representing two basic aims of dis-  
 course. The letters, divided into two broad  
 categories of social letters and business let-  
 ters, were read and categorized by expe-  
 rienced English and composition teachers.  
 NAEP reports the responses to certain exer-  
 cises of groups of individuals defined accord-  
 ing to sex, race, region of the country, level of  
 parental education, and size and type of com-  
 munity. Some of the report's observations are  
 that simple explanatory-writing skills are  
 developed sometime between the ages of 9  
 and 13 and that persuasive-writing skills are  
 complex and difficult to master. (JM) Pri-  
 mary type of information provided by report:  
 Results (Selective).

**ED 141 826** CS 203 528  
**Write/Rewrite: An Assessment of Revision  
 Skills; Selected Results from the Second  
 National Assessment of Writing.**

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tional Statistics (DHEW/OE), Washing-  
 ton, D.C.

Report No.—NAEP-05-W-04

Pub Date—Jul 77

Contract—OEC-0-74-0506

Note—36p.

Available from—Superintendent of Docu-  
 ments, U.S. Government Printing Office,  
 Washington, D.C. 20402 (Stock No.  
 S/N017-08-01731-8, \$1.50)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment,  
 \*Educational Research, Elementary Sec-  
 ondary Education, \*National Surveys, Pre-  
 dictor Variables, \*Skill Analysis, \*Writing  
 Skills

Identifiers—\*National Assessment of Educa-  
 tional Progress, Second Writing Assess-  
 ment (1974)

This report focuses on how students across  
 the nation, of three different ages—9, 13, and  
 17—revise their own writing. The report is  
 based on detailed analyses of two writing as-  
 signments: the first required 9-year-olds and  
 13-year-olds to write and revise a school re-  
 port about the moon, and the second required  
 17-year-olds to write and revise a letter of  
 complaint in response to a practical, reasona-  
 bly complex situation. Approximately 2,500  
 individuals at each age level responded to one  
 of these exercises. The interaction of such  
 variables as group differences, sex, race, par-  
 ental education, community type, and region  
 is summarized. Several visual displays of the  
 data obtained are included. (KS) Primary  
 type of information provided by report: Re-  
 sults (Selective).

**ED 155 330**

*Gonder, Peggy*

**A Woman's Place.**

Education Commission of the States, Denver,  
 Colo.

Pub Date—Jun 77

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Groups, Beliefs, Career  
 Choice, \*Employed Women, Employment,  
 Occupational Aspiration, Role Conflict,  
 \*Role Perception, Socioeconomic Influ-  
 ences, Statistical Surveys, \*Student Atti-  
 tudes, \*Student Evaluation, Values, \*Work  
 Attitudes, \*Writing Skills, Youth

Identifiers—\*National Assessment of Educa-  
 tional Progress, Second Writing Assess-  
 ment (1974)

In 1974, as part of the National Assessment  
 of Educational Progress (NAEP) survey in  
 writing, 4,600 17-year-old high school stu-  
 dents were asked to write an essay defending  
 their position on women's place in the home.  
 About half responded that it should be a wo-  
 men's choice whether to be a homemaker,  
 career woman, or both. About twenty percent  
 said women should be allowed to work under  
 certain conditions, such as when they do not  
 have children. Nearly thirty percent said  
 women definitely belong at home. Predicta-  
 bly, more females than males felt that women  
 should have a choice about working. In addi-  
 tion, attitudes and reasons given for staying at  
 home were examined extensively. Findings  
 suggest that many young American women  
 are uncertain about their future roles in so-  
 ciety; new and broadening job opportunities  
 for women are encouraging career aspirations  
 that conflict directly with traditional values.  
 Writing ability was also measured and classi-  
 fied as inadequate, barely adequate, compe-  
 tent, or excellent. More than half the  
 17-year-olds could write competently or bet-  
 ter. About thirty percent, however, did not  
 show an understanding of the basic methods  
 of persuasive writing. (TA) Primary type of  
 information provided by report: Results (Se-  
 lective) (Sex).

CE 016 101

### (3) Third Assessment

#### (b) Assessment Instrument

**ED 190 672** TM 800 480  
**Writing Mechanics, 1979. A Description of  
 the Writing Abilities Assessment of 9-, 13-,  
 and 17-Year-Olds Enrolled in the Depart-  
 ment of Defense Dependents Schools.**

Education Commission of the States, Denver,  
 Colo.

Spons Agency—Dependents Schools  
 (DOD), Washington, D.C.

Pub Date—Dec 79

Contract—MDA-903-79-C-0206

Note—63p.

Pub Type—Reports - Evaluative (142) —  
 Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Comparative Testing, Ele-  
 mentary Secondary Education, Essays,  
 \*Essay Tests, Foreign Countries, National  
 Surveys, Paragraphs, Sentence Structure,  
 \*Student Evaluation, \*Writing Skills

Identifiers—\*Dependent Schools, National  
 Assessment of Educational Progress, Third  
 Writing Assessment (1979), \*United States  
 Data presented in this report are the results  
 of the special assessment of writing mechan-  
 ics conducted during the 1978-79 school year  
 by the Education Commission of the States  
 (ECS) for the Department of Defense De-  
 pendents Schools (DoDDS). The purposes of  
 the study were (1) to examine writing abilities  
 of 9-, 13-, and 17-year-old students enrolled  
 in the DoDDS system, and (2) to compare  
 their writing abilities with those of students  
 enrolled in schools within the continental  
 United States. Once a representative sample  
 of students at each of the three ages was se-  
 lected, assessment materials were distributed.  
 These materials included an instruction  
 manual for DoDDS personnel, administering  
 the assessment, the assessment booklets, and  
 a paced audiotape presenting the materials to  
 students. Each assessment booklet contained  
 an essay writing task. Following assessment,  
 the materials went on to the regional coor-  
 dinator, and then to the scoring site. This  
 report is organized by age group; a profile of  
 the "average" essay is presented and dis-  
 cussed; a brief examination of the range of  
 essays is provided; and a comparison of "av-  
 erage" papers by DoDDS students with those  
 of their national counterparts is discussed.  
 (Author/GK) Primary type of information  
 provided by report: Procedures (Field Ad-  
 ministration); Results (Special Analyses).

**ED 205 583** TM 810 475  
**The Third Assessment of Writing, 1978-79  
 Released Exercise Set.**

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tion Statistics (DHEW), Washington, D.C.;  
 National Inst. of Education (DHEW),  
 Washington, D.C.

Report No.—ISBN-0-89398-394-2; NAEP-  
 10-W-25

Pub Date—Feb 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—514p.

Pub Type—Tests/Questionnaires (160) —



Reports - Descriptive (141)  
**EDRS Price - MF02/PC21 Plus Postage.**  
 Descriptors—\*Educational Assessment, Educational Objectives, Elementary Secondary Education, Essay Tests, Language Tests, National Competency Tests, Student Writing Models, \*Test Items, \*Writing (Composition), \*Writing Skills  
 Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

The National Assessment of Educational Progress (NAEP) third writing assessment was administered to 9-, 13- and 17-year-old students in 1978-79. This volume contains the released exercises from this assessment. Part I summarizes objective and exercise development procedures, describes the different scoring procedures used in the writing assessments, explains the documentation for the items and discusses ways the items can be used. Part II contains the released items used to assess writing, item documentation, scoring guides and sample responses. The objectives used to develop items are grouped in three areas: (1) demonstrates ability in writing to reveal personal feelings and ideas; (2) demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) indicates the importance attached to writing skills. (Author/BW) Primary type of information provided by report: Assessment Instrument: Released Exercises.

### (c) Procedures

**ED 199 263** TM 810 157  
**Procedural Handbook: 1978-79 Writing Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-10-W-40

Pub Date—Feb 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—95p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Achievement Tests, Data Analysis, Data Collection, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*National Programs, Sampling, Scoring, Test Construction, \*Writing (Composition), \*Writing Evaluation

Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

The third (1978-79) of three writing assessments conducted by the National Assessment of Educational Progress (NAEP) is reported. The writing achievement of American 9-, 13-, and 17-year-olds was surveyed using a deeply stratified, multistage probability sample design. The specific procedures used in the assessment to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items and analyze the results are described. In addition to reporting

national results, data are provided about the performance of population subgroups within the national population, defined by sex, race, region of the country, size and type of community lived in, level of parental education, grade in school, etc. Approximately 22,500 9-year-olds, 30,500 13-year-olds, and 27,500 17-year-olds participated with between 2,100 and 2,700 students responding to each booklet. Most of the writing exercises were open-ended and of the following types: (1) holistic; (2) primary trait; (3) essay cohesion; (4) paragraph coherence; (5) syntax; and (6) mechanics. The report includes appendices, a glossary of NAEP terms and a bibliography. (RL) Primary type of information provided by report: Procedures (Overview).

**ED 205 572** TM 810 457  
*Mullis, Ina V. S. Mellon, John C.*

**Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-10-W-50

Pub Date—Jun 80

Grant—NIE-G-80-0003

Note—44p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, Essays, \*Evaluation Methods, National Competency Tests, \*National Programs, Scoring, \*Writing Evaluation, \*Writing Skills

Identifiers—\*National Assessment of Educational Progress, \*Third Writing Assessment (1979)

The approaches used by the National Assessment of Educational Progress (NAEP) to characterize syntax, cohesion and mechanics are described. These approaches are different from the Primary Trait System, a scheme used by NAEP for rating essays. Part one of the publication describes the procedures NAEP used to characterize differences in syntactic structures. This approach is based on an analysis of the grammatical forms in which sentences are cast. Part two describes the procedure used to rate the cohesiveness of each essay. This approach is concerned with the number and variety of devices used to link and carry forward developing ideas. Part three presents the procedures NAEP used to characterize writing mechanics. This approach accounts for matters of manuscript form. The systems used to tally error rates are essentially unchanged from those used in earlier assessments, with some refinements. (Author/GK) Primary type of information provided by report: Procedures (Analysis) (Conceptual)

### (d) Results

**ED 196 042** CS 206 049  
**Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1-17-Year-Olds.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-400-0; NAEP-R-10-W-01

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—153p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, CO 80295 (\$6.80)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Achievement, \*Achievement Gains, Black Students, Cohesion (Written Composition), \*Educational Assessment, Elementary Secondary Education, Grade 12, Holistic Evaluation, Measurement Techniques, \*National Surveys, Sex Difference, Trend Analysis, Urban Education, \*Writing (Composition), \*Writing Evaluation, Writing Exercises, \*Writing Research, Writing Skills

Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of 17-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate neither a major decline nor improvement in writing performance of 17-year-old students in general. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises). (Scoring Guides); Results (Exercise Level).

**ED 196 043** CS 206 050  
**Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13-Year-Olds.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.



## Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-401-9; NAEP-R-10-W-02

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—136p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80295 (\$6.40)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors Achievement. \*Achievement Gains, Black Students, Cohesion (Written Composition). \*Educational Assessment, Elementary Secondary Education, Grade 8, Holistic Evaluation, Measurement Techniques. \*National Surveys, Sex Differences, Trend Analysis, Urban Education. \*Writing (Composition). \*Writing Evaluation, Writing Exercises. \*Writing Research, Writing Skills

Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of 13-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate a general decline in the writing performance of 13-year-old students. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 196 044

CS 206 051

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III-9-Year-Olds.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educa-

tion Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-402-7; NAEP-R-10-W-03

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—124p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80295 (\$5.80)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors Achievement. \*Achievement Gains, Black Students, Cohesion (Written Composition). \*Educational Assessment, Elementary Secondary Education, Grade 4, Holistic Evaluation, Measurement Techniques. \*National Surveys, Sex Differences, Trend Analysis, Urban Education. \*Writing (Composition). \*Writing Evaluation, Writing Exercises. \*Writing Research, Writing Skills

Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of nine-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate both decline and improvement on different tasks in the writing performance of nine-year-old students. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 210 696

CS 206 673

Mellon, John C.

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educa-

tion Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-R-10-W-65

Pub Date—Dec 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—64p.; Table A-1 may not be legible due to small print.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Assessment, Elementary Secondary Education, Evaluation Methods, National Surveys, \*Sentence Combining, \*Writing Evaluation, \*Writing Instruction, \*Writing Research

Identifiers—\*National Assessment of Educational Progress, Third Writing Assessment (1979)

This report presents the results of a battery of sentence combining tasks included in the assessment of writing conducted by the National Assessment of Educational Progress in 1978-79. The first section of the report provides background information about the NAEP survey and discusses the procedures used to develop and score the sentence combining tasks. The second section presents the 14 sentence combining tasks that were administered to 9-, 13-, and 17-year-old students across the United States, along with the most acceptable combination, and the percentage of students who produced acceptable responses. The third section offers a break down of the results according to geographical region, sex, race, education level of parents, and type of community. It also relates student performance on the sentence combining tasks to their primary trait or holistic essay scores and to syntactic descriptions of the sentences comprising their essays. The fourth section provides a summary of the results. Appendixes contain frequency rankings of correct papers and descriptions of the writing exercises and scoring procedures. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

#### (4) Fourth Assessment

##### (b) Assessment Instrument

ED 222 904

CS 207 231

Writing Objectives, 1983-84 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89398-404-3; NAEP-R-15-W-10

Pub Date—82

Grant—NIE-G-80-0003

Note—29p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO (\$2.50).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/-Classifications (134)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, \*Educational Objectives, Elementary Sec-

ondary Education, Teaching Methods, Writing (Composition), \*Writing Instruction, \*Writing Processes, \*Writing Skills Identifiers—Fourth Writing Assessment (1984), \*National Assessment of Educational Progress

The 1982 writing objectives presented in this booklet were developed in preparation for the fourth assessment of writing conducted by the National Assessment of Educational Progress (NAEP). The objectives are based on the premise that individuals write for a purpose and an audience, and each objective serves as a section of the booklet. The first objective/section discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. The second objective/section deals with the types of writing students are more likely to do in school or social settings and presents three primary purposes for public writing: informative, persuasive, and literary. The third objective/section reflects a change in focus in writing education from product to process, while the fourth discusses control of such skills as organizing, elaborating, and appropriately using the conventions of writing (usage and mechanics). The fifth objective/section underscores the importance of students' learning why writing is a valuable personal and social activity. The final section is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others. Appendixes include an outline of the objectives and a listing of the consultants who participated in the development and review process of the objectives. Primary type of information provided by report: Procedures (Objectives Development) (Overview). (HOD)

## 2. Special Assessments and Probes

### a. ADULT READING MINI ASSMT

#### (b) Assessment Instrument

ED 173 394 TM 009 392  
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—OEC-0-74-0506

Note—53p.; For mathematics items, see TM 009 393

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Content Area Reading, Critical Reading, Difficulty Level, Elementary Secondary Education, Factual Reading, \*Functional Reading, \*Item Banks, \*Minimum Competency Testing, \*National Norms, Reading Achievement, \*Reading Comprehension, Reading Skills, \*Reading Tests, Test Construction, Tests

Identifiers—Adult Reading Mini Assessment (1977), \*National Assessment of Educational Progress

A collection of 33 reading items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, developed by the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for testing competencies required for high school graduation. The items are arranged according to content areas: (1) graphic materials; (2) following written directions; (3) reference materials; (4) glean significant facts from passages; (5) main ideas and organization; (6) drawing inferences; and (7) critical reading. Twenty-nine items are presented in a multiple-choice format; four items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9-year olds, 13-year olds, 17-year olds, or adults—26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

#### (d) Results

ED 182 690 CS 005 241

Brown, Rexford Bowditch, Deborah

Adult Readers: Will They Need Basics Too?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Oct 79

Note—17p.

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 (\$1.00)

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, Adults, \*Educational Assessment, \*Functional Literacy, Functional Reading, Multiple Choice Tests, \*Reading Comprehension, Reading Difficulty, \*Reading Research, Reading Skills, Reading Tests, \*Trend Analysis

Identifiers—Adult Reading Mini Assessment (1977), \*National Assessment of Educational Progress

Results of a 1977 assessment of the reading abilities of approximately 1,250 adults (26 to 35 years old) are reported in this paper and are compared with results of a similar assessment made in 1971. After discussing a typical comprehension exercise used in the assessment, the paper presents the materials and multiple choice questions used in assessing respondents' comprehension of four types of practical materials: a classified advertisement, an advertisement from a national magazine, a parking ticket, and a life insurance form. It then presents four exercises involving materials of a more difficult nature: two expository passages, a poem, and a graph. For each of the eight exercises, the paper indicates the percentage of adults responding to each answer and notes changes in those percentages from 1971. Among the major conclusions reported are that there was apparently little change in overall reading ability between 1971 and 1977, that a great many adults may still have difficulty reading passages that call for higher-level comprehension skills (for instance, key percentages of success on six questions with medium- to high-difficulty passages ranged from only 18% to 60%), and that amount of time spent watching television and amount of time spent reading appear to relate to reading performance. (GT) Primary type of information provided by report: Results (Change) (Selective).

### c. BASIC LIFE SKILLS MINI ASSMT

#### (b) Assessment Instrument

**ED 139 819** TM 006 305  
**Guide for an Assessment of Basic Life Skills.**  
 Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.  
 Spons Agency—National Center for Educa-  
 tion Statistics (DHEW), Washington, D.C.  
 Pub Date—May 77  
 Contract—OEC-0-74-0506  
 Note—53p.  
 Pub Type— Tests/Questionnaires (160)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Career Development, Citizen-  
 ship, Comparative Testing, Criterion Refer-  
 enced Tests, \*Daily Living Skills,  
 Educational Assessment, Educational Ob-  
 jectives, \*Educational Testing, Grade 11,  
 \*Guides, High School Seniors, High School  
 Students, Home Economics, Home Man-  
 agement, Interpersonal Competence, \*Item  
 Banks, \*Secondary Education, Test Con-  
 struction, \*Test Items

Identifiers—Basic Life Skills Mini Assess-  
 ment (1977), \*National Assessment of  
 Educational Progress

Basic life skill items developed by the Na-  
 tional Assessment of Educational Progress  
 (NAEP) to measure the achievement of 17-  
 year-olds in the following areas are presented:  
 (1) personal finance and consumer protection  
 skills; (2) health maintenance skills; (3) in-  
 terpersonal skills; (4) family responsibility  
 skills; and (5) career development skills.  
 Items in these five areas are distributed  
 throughout six packages. These items were  
 constructed to measure performance on the  
 objectives listed in Appendix B. These assess-  
 ment items can be part of a pool individual  
 teachers may choose from; they can be used  
 as instructional tools; or they can be part of  
 a classroom-, school- or district-wide assess-  
 ment. In the Spring of 1978, NAEP will pub-  
 lish nationwide results for these items. These  
 and the results from a school or school dis-  
 trict will allow national comparisons. The  
 more closely NAEP procedures are repli-  
 cated, the more valid will be comparisons  
 with the national results. In addition to pre-  
 senting the locations of the various items, the  
 following information is also provided: a  
 short general description of the item; a  
 NAEP number useful for referring to NAEP  
 results when they become available; an out-  
 line code referring to skill areas; and an an-  
 swer key. (RC) Primary type of information  
 provided by report: Assessment Instrument,  
 (Objectives); Procedures (Replication).

#### (c) Procedures

**ED 177 170** TM 009 233  
**Basic Life Skills. Technical Report. Report**  
**No. 08-BLS-21.**  
 Education Commission of the States, Denver,

Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tional Statistics (DHEW/OE), Washing-  
 ton, D.C.

Pub Date—Apr 79

Contract—OEC-0-74-0506

Note—89p.; Tables, pages 13-40, are margin-  
 ally legible because of small print

Pub Type— Numerical/Quantitative Data  
 (110) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not**  
**Available from EDRS.**

Descriptors—\*Basic Skills, Daily Living  
 Skills, Educational Assessment, Educa-  
 tional Objectives, Error of Measurement,  
 Grade 11, Grade 12, High Schools, Item  
 Analysis, \*National Competency Tests,  
 National Surveys, Research Reports, Re-  
 sponse Style (Tests), \*Sampling, Statistical  
 Data, \*Test Construction, \*Test Results  
 Identifiers—\*Basic Life Skills, Basic Life  
 Skills Mini Assessment (1977), \*National  
 Assessment of Educational Progress

The 168 items selected for administration  
 to 7,905 17-year olds in 1976-77, were de-  
 veloped from existing National Assessment  
 items and from existing sets of life/coping  
 skills. Skills designated as basic included: ca-  
 reer development; citizenship; community re-  
 source utilization; consumer protection;  
 family management; health maintenance; and  
 interpersonal competence. Results are sum-  
 marized as percentages correct for either the  
 best or most acceptable response to a single-  
 part item, or to a certain combination of parts  
 in a multipart item. Results are also summa-  
 rized on sets of items related to the various  
 skills. Results are reported by geographic re-  
 gion, sex, and grade. The appendices contain  
 guidelines for writing basic skills items; a de-  
 scription of the stratified, multistage proba-  
 bility sample design and of the jackknife  
 method for standard error estimation; and a  
 discussion of nonresponse adjustments and  
 estimated population proportions of report-  
 ing groups. (CP) Primary type of information  
 provided by report: Procedures (Scoring).

#### (d) Results

**ED 167 602** TM 008 392  
**Basic Life Skills: Results Manual. Package**  
**Nos. 12 through 17.**

Education Commission of the States, Denver,  
 Colo. National Assessment of Educational  
 Progress.

Spons Agency—National Center for Educa-  
 tion Statistics (DHEW), Washington, D.C.

Pub Date—Apr 78

Contract—OEC-0-74-0506

Note—362p.; For related document, see ED  
 139 819; Not available in hard copy due to  
 poor reproducibility

Available from—Superintendent of Docu-  
 ments, U.S. Government Printing Office,  
 Washington, D.C. 20402 (Results Manual  
 only, Stock Number 017-080-01846-2, \$1.-  
 60)

Pub Type— Numerical/Quantitative Data  
 (110) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not**  
**Available from EDRS.**

Descriptors—\*Basic Skills, Career Develop-

ment, Consumer Protection, Daily Living  
 Skills, \*Educational Assessment, Grade 11,  
 \*Grade 12, Health Education, High  
 Schools, High School Students, Home  
 Management, Interpersonal Competence,  
 \*National Competency Tests, National  
 Surveys, Tables (Data), Test Results, Tests  
 Identifiers—Basic Life Skills Mini Assess-  
 ment (1977), \*National Assessment of  
 Educational Progress

This test manual presents the full results of  
 the National Assessment of Educational Pro-  
 gress (NAEP) survey of 1,300 17-year-old  
 students on performance in five major basic  
 life skills: (1) personal finance and consumer  
 protection; (2) health maintenance; (3) in-  
 terpersonal competence; (4) family responsi-  
 bility; and (5) career development. In  
 addition, some items measure citizenship and  
 community resources. Mathematics, reading,  
 and writing skills were excluded, since sepa-  
 rate assessments are devoted to them. Tables  
 display the survey results nationally, by re-  
 gion, and by sex; results for 17-year-olds in  
 grade 11 are displayed separately. The first  
 row contains the NAEP exercise number, the  
 exercise part, and the correct response label  
 (key). Row 2 contains the percentage of cor-  
 rect responses. Row 3 shows the standard er-  
 ror of the percentage. Adjustments have been  
 made for low response rates in the latter half  
 of each of the six test booklets. The six test  
 booklets and corresponding answer sheets are  
 also included. They can be used as discrete  
 exercises for local assessment or as a con-  
 trolled replication of the NAEP survey. If  
 replication is the intent, reference to the Re-  
 sults Manual is essential. (CP) Primary type  
 of information provided by report: Assess-  
 ment Instrument (Released Exercises); Re-  
 sults (Exercise Level).



## d. CONSUMER SKILLS MINI ASSMT

### (b) Assessment Instrument

ED 163 182 CE 018 184  
**Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.**

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Aug 78

Contract—OEC-0-74-0506

Note—239p.; For a related document see CE 018 181

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavior Development, Citizenship Responsibility, Consumer Economics, \*Consumer Education, Consumer Protection, Contracts, Decision Making, \*Educational Assessment, Energy Conservation, Mathematics, Money Management, Publicize, Purchasing, Secondary Education, \*Skill Development, Test Items

Identifiers—Consumer Skills Mini Assessment (1978), \*National Assessment of Educational Progress

This is a collection of consumer skills items for state and local education agencies to draw upon in composing consumer skills instruments. It provides items to assess seventeen-year-olds' consumer skills. The booklet contains items classified under eight major topics: behavior, contracts, economics, energy, finances, mathematics, projection, and purchases. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. There are also subtopics. For example, subtopics under behavior include advertising, decision making, and shopping. All items are assigned numbers which refer to the topic and subtopic. Most items are multiple choice. The directions for answering the exercises and two exercise examples are included. (The answer key is found in the guidebook, CE 018 181.) (CSS) Primary type of information provided by report: Assessment Instrument (Released Exercises).

### (c) Procedures

ED 155 116 SO 010 948  
**National Assessment's Consumer Skills Assessments.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Feb 78

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Consumer Economics, Consumer Protection, Economics Education,

\*Educational Assessment, High School Students, Measurement Techniques, Money Management, National Surveys, Program Design, \*Research Problems, Secondary Education, \*Skills, Student Evaluation, \*Test Construction

Identifiers—Consumer Skills Mini Assessment (1978), \*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) encountered problems when developing a comprehensive assessment of consumer skills of 17-year-olds in 1978. When NAEP conducted a nationwide assessment of basic life skills of 17-year-olds in 1977, there was considerable interest in the consumer skills portion. Therefore, it was decided to prepare a comprehensive assessment program of skills in areas of personal finance, consumer protection, consumer behavior, economics, and energy. However, because this topic had not been part of the regular assessment schedule, funds and time were limited. A set of consumer objectives prepared by the Duval County Public School System in Jacksonville, Florida was used as a guideline in developing the assessment. Problems encountered during this stage included translation of the Florida curriculum objectives into measurement objectives, and unfamiliarity with developing paper-and-pencil instruments in areas of consumer behavior and economics. During the item reviews, questions were raised about content. Reviewers had difficulty agreeing on whether the items should merely test each student's knowledge of his own behavior, or test knowledge of group and industrial behavior. In solving the problems, efforts were made to simplify language and relate important concepts to particular consumer problems. Plans for administration of the assessment in the spring of 1978 and dissemination of results are also described. (AV) Primary type of information provided by report: Procedures (Exercise Development) (Objectives Development).

ED 163 181 CE 018 181  
**Guide to an Assessment of Consumer Skills.**  
 Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—Aug 78

Contract—OEC-0-74-0506

Note—33p.; Not available in hard copy due to small print. For a related document see CE 018 184

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Answer Keys, Behavior Development, Consumer Economics, \*Consumer Education, Consumer Protection, Contracts, \*Educational Assessment, Energy Conservation, Guides, Mathematics, Money Management, Purchasing, Secondary Education, \*Skill Development

Identifiers—Consumer Skills Mini Assessment (1978), \*National Assessment of Educational Progress

This guide is intended to assist those interested in developing and/or assessing consumer skills. It is an accompaniment to a

separate collection of survey items (mostly in a multiple choice format) designed to assess seventeen-year-olds' consumer skills. It is suggested that the items can be used as part of an item pool, as an instructional tool, or as an assessment device. The consumer skills items are classified under eight major topics, each of which is divided into subtopics. The major topics are behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. Behavior, for example, is divided into three subtopics: advertising, decision making, and shopping. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. All items are assigned numbers which refer to the topic/subtopic. Procedures used in assessing consumer skills are described. Appendix A lists the assessment developers and reviewers, and appendix B lists the items, topic classifications, answer keys, and timing information. (This guide is designed to accompany "Consumer Skills Items," CE 018 184.) (CSS) Primary type of information provided by report: Procedures (Replication).

### (d) Results

ED 174 801 CE 022 348  
**Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.**

Education Commission of the States, Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-CN-01

Pub Date—Jun 79

Contract—OEC-0-74-0506

Note—78p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adolescents, Banking, Budgeting, \*Consumer Economics, Consumer Protection, Credit (Finance), Demography, Economics, \*Educational Assessment, Energy Conservation, Insurance, Investment, Money Management, \*National Surveys, Research Reports, \*Skills, Student Attitudes, \*Surveys, Tables (Data), Taxes

Identifiers—Consumer Skills Mini Assessment (1978), \*National Assessment of Educational Progress, Seventeen Year Olds

This document reports some of the findings of a national assessment of seventeen-year-olds on consumer knowledge, skills, and attitudes. An introduction describes the development of the survey, the probability sample, the administration of the assessment, and the format for reporting the results. Chapter 1 of five chapters summarizes the responses on the topic of "the informed citizen." (This topic involved questions about the national economic system, various protective and regulatory organizations and agencies, and the energy problem.) Chapter 2 summarizes the responses on the topic of "the consumer as earner and investor." (This topic involved questions about credit, banking, budgeting, insurance, investments, and taxes.) Chapter 3 summarizes the responses on the topic of "the consumer as purchaser." (This topic involved questions about advertis-

ing, decision making, shopping, contracts, and purchasing services and goods.) The data in chapters 1-3 are estimates of the percentages of individuals in the total sample group who could answer specific exercises correctly. Chapter 4 presents performance results for selected groups of students. These selected groups are defined by age, region of country, sex, race, size of community, level of parental education, grade level in school, modal grade by region, and modal grade by sex.) Finally, chapter 5 contains a summary of the views of six experts about the implications of the results of the consumer skills assessment. Some remarks by these individuals are dispersed throughout the report as they pertain to particular exercises. (BM) Primary type of information provided by report: Results (Selective).

ED 197 137 CE 027 758  
**Consumer Skills: Results Manual.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-457-4; NAEP-09-CSK-03

Pub Date—Jun 79

Contract—OEC-0-74-0506

Note—88p.; For related documents see ED 163 181-182.

Available from—Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 (\$7.60).

Pub Type— Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adolescents, Consumer Economics, \*Consumer Education, Consumer Protection, Data, Mathematics, Money Management, National Surveys, Secondary Education, \*Skill Development, \*Student Evaluation, Tables (Data)

Identifiers—Consumer Skills, Consumer Skills Kit (NAEP), Consumer Skills Mini Assessment (1978), National Assessment of Educational Progress

This results manual is the third part of the Consumer Skills Kit which also includes a set of items and a guide (see note). Data from surveys conducted by the National Assessment of Educational Progress (NAEP) to investigate seventeen-year-old students' consumer skills is provided. The manual presents national results for seventeen-year-old students, for seventeen-year-old students by sex, for seventeen-year-olds in the eleventh grade, and for seventeen-year-old eleventh graders by sex. In the data tables each item is identified by a unique NAEP identification number found on each printed exercise in the Consumer Skills Kit. Estimated percentages of correct responses for these single items are provided, except in cases such as attitudinal items, for which correct responses were not defined. Percentages for each response alternative are then given. For open-ended items the percentages of those responding in "correct" or "acceptable" categories are listed. (YLB) Primary type of information provided by report: Results (Exercise Level).

**e. ENERGY KNOWLEDGE  
ATTIT. MINI ASSMT**

**(d) Results**

ED 166 017 SE 025 464

Holmes, Barbara

**Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-08-E-01

Pub Date—Dec 78

Contract—OEC-0-74-0506

Note—59p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 (\$3.75)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adults, \*Attitudes, Energy, \*Energy Conservation, Environmental Education, \*Knowledge Level, Measurement Instruments, \*National Surveys, Research, Surveys, Tables (Data), Young Adults

Identifiers—Energy Knowledge Attitudes Mini Assessment (1977), \*National Assessment of Educational Progress

This is a national assessment of energy awareness among young adults. A national probability sample of young adults, ages 26 to 35, was drawn and stratified by region and community size. Approximately 1,300 persons responded to each of the 76 attitudinal and 70 knowledge questions administered by trained energy assessment interviewers. Besides the standard demographic information, each participant was asked to respond to the energy assessment items in the appropriate booklet. The discussion centers upon national results. Group results are also presented according to race, sex, total household income, family size, education, etc. The first two chapters present the results while the third chapter presents the analysis of these results. (MR) Primary type of information provided by report: Results (National).

## f. FUNCTIONAL LITERACY MINI ASSMT

### (c) Procedures

- ED 134 951 CS 003 208  
Gadway, Charles J. Wilson, H. A.  
A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.  
Pub Date—76  
Note—23p.; See related documents CS 003 211, ED 112 350, ED 112 389  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Criterion Referenced Tests, Functional Literacy, \*Functional Reading, \*Literacy, \*National Competency Tests, National Surveys, Reading Ability, \*Reading Achievement, Reading Comprehension, \*Reading Research, Reading Tests, Secondary Education  
Identifiers—\*Functional Literacy Mini Assessment (1975), \*National Assessment of Educational Progress  
This handbook is designed to give background information on the Mini-Assessment of Functional Literacy, a criterion-referenced test designed to determine the extent of functional literacy among seventeen year olds in America. The five format categories identified for the test were passages; drawings, pictures, signs, etc.; charts, maps, graphs; forms; and reference materials. The five behavior categories selected for the test items were understanding word meanings, glean significant facts, comprehending main ideas and organization, drawing inferences, and reading critically. Three standards for comparison are explained: desired level of performance, highest expected level of performance, and minimally adequate performance. The discussion of the methods of describing the data is designed to give the reader of the reports of the Mini-Assessment of Functional Literacy a clearer understanding of the information the data does, or does not, provide. (MKM) Primary type of information provided by report: Procedures (Overview).
- ED 192 259 CS 005 629  
Mead, Nancy A. And Others  
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Pub Date—Jun 79  
Note—19p.; Paper presented at the Functional Literacy Conference (Bloomington, IN, June 1979).  
Pub Type—Opinion Papers (120) — Spec-

ches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Adult Literacy, Adults, Elementary Secondary Education, \*Functional Literacy, \*Literacy, \*Longitudinal Studies, \*National Competency Tests, \*National Surveys, \*Tests  
Identifiers—Functional Literacy Mini Assessment (1975), \*National Assessment of Educational Progress  
The position that the National Assessment of Educational Progress (NAEP) provides a data base that is compatible with various definitions of literacy and standards of competencies and can make a contribution to our understanding of the complex and controversial problem of literacy is supported in this paper. The paper notes that since the NAEP has surveyed a national sample of four age groups over a period of years since 1971, it is well suited for looking at a broad sample and providing longitudinal information. Other advantages of the NAEP for studying literacy that are cited are its comprehensiveness across many areas of study and functional skills, its breadth within single content areas, its covering of affective and background variables as well as achievement, and its ability to respond to new emphases, such as the proposed 1979-80 reading and literature assessment that has new exercises emphasizing comprehension of various kinds of texts. The use of the NAEP data base for the assessment of functional literacy conducted by NAEP in 1974 and 1975 for the National Right to Read program is discussed as an example of the use of the NAEP data base. (MKM) Primary type of information provided by report: Procedures (Conceptual).

### (d) Results

- ED 112 350 CS 002 134  
Wilson, H. A.  
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.  
Pub Date—75  
Note—32p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Criterion Referenced Tests, Critical Reading, \*Functional Literacy, \*Functional Reading, \*Reading Comprehension, \*Reading Tests, Secondary Education  
Identifiers—Functional Literacy Mini Assessment (1975), National Assessment of Educational Progress, Right to Read  
The functional literacy of various groups of 17-year-old students was assessed to discover whether the reading skills which are usually taught in the schools are adequate for functioning in everyday life. Eighty-six test exercises were classified according to the various formats of reading materials they represent and according to the types of behaviors they

elicit. The highest expected level of performance was determined by the achievement level obtained by a group of superior readers on a standardized reading test. All groups performed highest on drawings, pictures, signs, and labels and second highest on charts, maps, and graphs. Most groups performed third highest on passages, fourth highest on forms, and least well on reference materials. Comparison of the results of this test given in 1973-74 with a truncated version given to 17-year-olds in 1970-71 showed all groups gained in functional reading skills. Three exercise parts consisting of questions about an insurance policy statement, a traffic ticket, and an application form were answered well by no group, including the superior readers, which raises the question of further defining functional reading. (MKM) Primary type of information provided by report: Results (Technical Summary).

- ED 112 389 CS 002 176  
Functional Literacy—Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.  
Pub Date—75  
Note—20p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Comparative Analysis, \*Functional Literacy, \*Literacy, \*Reading Achievement, Reading Research, \*Reading Skills, Secondary Education, \*Socioeconomic Influences  
Identifiers—Functional Literacy Mini Assessment (1975), \*National Assessment of Educational Progress, Right to Read  
In 1974, the National Right to Read Effort asked that the National Assessment of Educational Progress (NAEP) conduct a Mini-Assessment of Functional Literacy (MAFL) in conjunction with its regular assessment of ten learning areas usually taught in school. The first MAFL was administered to 5,200 17-year-olds statistically selected to represent the entire population of in-school 17-year-olds in America. These students were asked to answer questions and complete basic everyday reading tasks which had been selected by a panel of reading specialists appointed by Right to Read. All groups gained in functional reading skills measured by the 64 exercises which were used both in the regular NAEP reading assessment in 1971 and in the MAFL in 1974. (Summary figures are included which list percentages of response for categorical groups tested—superior reader, region, national, sex, race, parental education, and community). (LL) Primary type of information provided by report: Results (Summary).

- ED 128 766 CS 002 929  
Oldefendt, Susan J.  
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.



Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—76

Note—17p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Educational Testing, Elementary Secondary Education, Measurement, \*National Competency Tests, \*Reading, Reading Ability, \*Reading Achievement, Reading Tests, \*Test Results

Identifiers—\*National Assessment of Educational Progress

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read Effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds. Background information and results for both tests are discussed, with tables of findings illustrating the text. (JM) Primary type of information provided by report: Results (Change) (Overview).

ED 133 704

CS 003 145

Gadway, Charles J. Wilson, H. A.

Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—76

Note—74p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Functional Literacy, Geographic Regions, Literacy, National Competency Tests, \*National Surveys, Parent Education, \*Reading Achievement, \*Reading Research, Secondary Education, Sex Differences, Socioeconomic Influences  
Identifiers—Functional Literacy Mini Assessment (1975), \*National Assessment of Educational Progress, \*Right to Read

To obtain evidence on the status of and changes in functional literacy, the National Right-to-Read Effort funded mini-assessments of the functional literacy of 17-year-olds in 1974 and 1975. The exercises were selected by a panel of reading specialists, based on the criteria that the exercises represent the types of reading materials encountered in everyday life and that all 17-year-old students should be able to answer them correctly. Desired performance level, highest expected performance, and minimally adequate performance were specified for the assess-

ment. This report summarizes the findings relative to each of these performance standards in the original National Assessment reading study (1971) and the 1974 and 1975 follow-up studies. Results are given separately by region, sex, size and type of community, and parents' educational levels. (AA) Primary type of information provided by report: Results (Change) (Summary).

ED 134 954

CS 003 211

Wilson, H. A.

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—76

Note—94p.; See related documents CS003208, ED112350, ED112389

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, Functional Literacy, \*Functional Reading, \*Literacy, \*National Competency Tests, National Surveys, Reading Ability, \*Reading Achievement, \*Reading Research, Reading Tests, Secondary Education

Identifiers—\*Functional Literacy Mini Assessment (1975), \*National Assessment of Educational Progress

This document provides statistical data on the 1974 and 1975 Mini-Assessment of Functional Literacy, which was designed to determine the extent of functional literacy among seventeen year olds in America. Also presented are data from comparable test items from the 1971 assessment. Three standards are presented, to allow different methods of evaluating the results of the assessment, which contained exercises selected to represent the types of reading materials encountered frequently in everyday life. The desired performance level was set at 100% of all exercises, the highest level of performance expected was designated, and the minimally adequate performance level was set at successful completion of 75% of the exercises. Highlights of the assessment include three exercises in which the students' performance declined markedly (a passage on Colorado mountains, a report card, and a sign on horsepower) and four exercises in which students improved markedly (two help-wanted ads and two coupons). Three exercises in which performance was consistently low were an insurance policy statement, a book-club application, and a traffic ticket. In 1975, over 87% of the students answered 75% of the items correctly. (MKM) Primary type of information provided by report: Results (Technical Summary).

**g. HEALTH AWARENESS MINI  
ASSMT****(d) Results**

**ED 160 604** SP 013 191  
**Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.**

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-08-H-01

Pub Date—Sep 78

Contract—OEC-0-74-0506

Note—61p.; Report prepared by the National Assessment of Educational Progress; Exhibits marginally legible due to small type  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.40; Stock #017-080-01912-4)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Accident Prevention, \*Adolescents, Diseases, Drug Abuse, First Aid, \*Health Services, \*Knowledge Level, Nutrition, \*Physical Health, Sexuality, \*Surveys, \*Young Adults

Identifiers—Health Awareness Mini Assessment (1977), \*National Assessment of Educational Progress

Questions relating to knowledge of basic health concerns were the foundation of a survey of two groups of individuals: 17-year-old school students and adults between the ages of 26 and 35. The questions were grouped into two general categories—accident prevention and emergency care skills, and good health practices. Each of these topics contained subsets on pertinent facts selected as important for a sound knowledge base on health. For data analysis purposes, respondents were divided into the following groups: (1) sex; (2) race; (3) geographic region; (4) grade level in school; (5) health-related job experience; (6) health-related formal education; (7) total household income; and (8) size of community. Results of the survey are presented in the form of graphs dealing with each subset. Short summaries of important findings are highlighted in italics at the beginning of chapters or sections. (JD) Primary type of information provided by report: Results (Selective).

## h. MATH MINI ASSMT

## (b) Assessment Instrument

**ED 173 395** TM 009 393  
**Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—Dec 77  
 Contract—OEC-0-74-0506  
 Note—60p.; For reading items, see TM 009 392  
 Pub Type— Tests/Questionnaires (160)  
**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Achievement Tests, Adults, Algebra, Computation, Data Analysis, Difficulty Level, \*Elementary School Mathematics, Elementary Secondary Education, Geometry, \*Item Banks, \*Mathematical Applications, Mathematical Concepts, Mathematical Formulas, \*Minimum Competency Testing, \*National Norms, Number Concepts, Probability, \*Secondary School Mathematics, Test Construction, Tests  
 Identifiers—Mathematics Mini Assessment (1976), \*National Assessment of Educational Progress  
 A collection of 96 mathematics items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, part of the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for a minimal competency test for high school graduation. The items are arranged according to content areas: (1) number and numeration concepts; (2) properties of numbers and operations; (3) arithmetic computation; (4) estimation and measurement; (5) algebraic expressions; (6) probability and statistics; (7) geometry; (8) business and consumer mathematics; and (9) methods of presenting data. Sixty-four items are presented in a multiple choice format; 32 items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9 year olds, 13 year olds, 17 year olds, or adults—26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

**ED 183 388** SE 030 134  
**Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational

Progress.  
 Pub Date—Oct 77  
 Note—199p.  
 Pub Type— Tests/Questionnaires (160) — Numerical/Quantitative Data (110)  
**EDRS Price - MF01/PC08 Plus Postage.**  
 Descriptors—Computation, Definitions, \*Educational Assessment, Elementary Secondary Education, Geometry, Graphs, Mathematical Concepts, \*Mathematics Education, Measurement, Number Concepts, \*Problem Sets, Problem Solving, Statistics, Tables (Data), Test Construction, \*Test Items  
 Identifiers—Mathematics Mini Assessment (1976), \*National Assessment of Educational Progress  
 The National Assessment of Educational Progress (NAEP) administered the selected supplemental mathematics exercises to 13-year-old students during October and November 1975 and to 17-year-old students during March and April 1976. This assessment represents a specially modified supplement to 1972-73 full-scale mathematics assessment and was designed to determine whether 13- and 17-year-old students can successfully cope with basic computations, operations, simple graphs and charts, symbols, situation (word) problems, etc. Of the 88 exercise parts administered to 13-year-olds, 61 have been released; and of the 83 exercise parts administered to 17-year-old students, 65 have been released. Only the released exercises are presented in this volume. Each released exercise or exercise part is accompanied by a documentation page that identifies the exercise content and objective and its National Assessment identification number. The documentation page also gives the exercise release number and various administrative information. The data table at the bottom of each documentation page or on the following page presents the 1975-76 results for the correct answer to the exercise part shown in this volume. (Author/MK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

## i. COD MINI ASSMT

## (d) Results

ED 219 388                      TM 810 887  
**The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons. Agency—Department of Labor, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—1,124p.; Appendices (Pages 41-580) marginally legible due to small print.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Career Development, Dropout Characteristics, \*Educational Assessment, Employment Patterns, \*National Surveys, Racial Differences, Reading Achievement, Regional Characteristics, Rural Urban Differences, Secondary Education, Test Items, \*Test Results, Work Attitudes

Identifiers—Career Occup Develop. Mini Assess (1980), \*National Assessment of Educational Progress

A special study pertaining to the career and occupational development knowledge of 17-year-olds, both in and out of school, was conducted for the Department of Labor by the National Assessment of Educational Progress. For the 49 cognitive items measured, performance percentages were up on two items, about the same as in previous assessments on 18 items, and down on 29. For the eight experiential items being reassessed, performance was about the same on five items and was down on the other three. Performance on attitudinal items increased on four, remained stable on ten, and declined on four. Results are reported for various subgroups of interest, such as: regions, the sexes, racial/ethnic groups, different types of communities, reading achievement quartiles, and several work experience categories. Respondents who reported being employed on a regular, occasional or part-time basis did significantly better on the job-knowledge items than the nation as a whole, while unemployed teens or full-time workers were below the nation. The report also provides group results for each individual item assessed, and gives changes in performance percentages from previous assessments. Primary type of information provided by this report: Results (Special Analyses) (Selective). (Author/BW)



### 3. NAEP Publications Not Related to Specific Single Assessment

#### e. METHODOLOGICAL PUBLICATIONS

ED 067 402 TM 001 797  
Finley, Carmen J. Berdie, Frances S.  
**The National Assessment Approach to Exercise Development.**

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—70  
Grant—OEG-0-9-08771-2468(508)  
Note—143p.

Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Mich. 48105 (Single copy \$3.00; orders of \$10 or more, 20 percent discount)

**EDRS Price - MF01/PC06 Plus Postage.**  
Descriptors—Academic Achievement, Educational History, Educational Testing, \*Evaluation Methods, Group Testing, \*Measurement Instruments, \*National Competency Tests, \*Standardized Tests, \*Test Construction

Identifiers—\*National Assessment of Educational Progress

The history of the development of National Assessment exercises from the project's inception in 1964 to the present is provided in this monograph. The chapter titles are as follows: I. Introduction; II. Rationale and Criteria for Writing Exercises for National Assessment; III. Initial Reviews; IV. Initial Studies; V. Subject Matter Reviews; VI. Other Studies; VII. Final Reviews and Selection; and VIII. New Directions in Exercise Development. A glossary and references are included. (For related documents, see TM 001 793 and TM 001 789.) (DB) Primary type of information provided by report: Procedures (Exercise Development).

ED 070 140 EA 004 637  
Womer, Frank B. Lehmann, Irvin J.

**ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.**

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0711  
Pub Date—Sep 71

Grant—OEG-0-71-4554  
Note—72p.

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—\*Accountability, Educational

Administration, \*Educational Objectives, Educational Planning, Educational Programs, \*Evaluation Methods, \*Evaluation Needs, Program Evaluation, State Departments of Education, State Officials, \*State-wide Planning, Workshops

Identifiers—\*Assessment, National Assessment of Educational Progress

The National Assessment of Educational Progress was used as the primary model in a multistate workshop on the assessment of educational programs. One day each was devoted to the development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. This document concerns itself primarily with the organization and the evaluation of the workshop. The appendix provides an outline of the Colorado Assessment Program and educational assessment plans for nine other States. The results of a 6-month followup evaluation to determine the workshop's influence on State assessment plans are included. (Author/DN) Primary type of information provided by report: Procedures (Training).

ED 072 421 CS 000 367  
Gadway, Charles J., Ed.  
**Reading and Literature: General Information Yearbook.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-GIY  
Pub Date—May 72

Note—96p.  
**EDRS Price - MF01/PC04 Plus Postage.**  
Descriptors—Data Analysis, \*Evaluation Methods, \*Literature, Measurement, \*Measurement Objectives, \*Reading, Testing

Identifiers—\*National Assessment of Educational Progress

This report is the first volume of a projected series of "General Information Yearbooks" to be updated and published annually by the National Assessment of Educational Progress and is designed to aid the readers of the National Assessment's reports to understand the philosophies and goals of the project, its methods for developing objectives and exercises, and its techniques for collecting, processing, and describing data. This yearbook is oriented toward the reading and literature subject areas and the procedures and techniques relevant to the assessment year 1970-71. (Author/TO) Primary type of information provided by report: Procedures (Overview).

ED 081 842 TM 003 203  
Wilson, H. A.  
**A Humanistic Approach to Criterion Referenced Testing.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—18 Sep 72  
Note—21p.

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Achievement Tests, \*Criterion Referenced Tests, Educational Objectives, \*Educational Philosophy, Humanism, Item Sampling, Literature Reviews, Standardized Tests, \*Test Construction, Test Validity

Identifiers—\*National Assessment of Educational Progress

Test construction is not the strictly logical process that we might wish it to be. This is particularly true in a large on-going project such as the National Assessment of Educational Progress (NAEP). Most of the really deep questions can only be answered by the exercise of well-informed human judgment. Criterion-referenced testing is still a term in search of definition. It has been suggested that NAEP's exercises might be more properly called "objective referenced" tests. That is a reasonable title for our efforts since we are attempting to assess the degree of achievement of stated goals without reference to a predetermined level or criterion. Whatever the appropriate title may be, we share the concerns of all workers in the field with the same basic questions. But until satisfactory scientific solutions have been found; we, like the rest of education, must rely on the best human judgment available. (Author) Primary type of information provided by report: Procedures (Exercise Development).

ED 099 416 TM 004 079  
Moore, R. Paul And Others  
**The National Assessment Approach to Sampling.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—74  
Note—208p.

Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$4.00)

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC09 Plus Postage.**  
Descriptors—Community Size, Data Collection, \*Educational Assessment, Family (Sociological Unit), Geographic Regions, \*National Surveys, Research Design, \*Sampling, Schools, Socioeconomic Status  
Identifiers—\*National Assessment of Educational Progress

The sampling designs and procedures used by the National Assessment of Educational Progress in its second year assessment activities are documented. The report is organized in three parts. Project objectives and other background information are discussed in the first section. The details of the second year

school and household samples are discussed in the second and third parts, respectively. Parts 2 and 3 each contain a general description, discussions of each stage of the design, selected response data, and a discussion of the estimation procedures. (Author/EH) Primary type of information provided by report: Procedures (Sampling).

**ED 102 235** UD 014 703  
**National Assessment of Educational Progress. General Information Yearbook.**

Education Commission of the States, Denver, Colo.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-03-04-GIY

Pub Date—Dec 74

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20)

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Age Differences, \*Annual Reports, Geographic Distribution, Longitudinal Studies, Mathematics Education, Music Education, \*National Surveys, Research Methodology, Science Education, Sex Differences, Social Studies, \*Statistical Analysis, \*Yearbooks  
 Identifiers—\*National Assessment of Educational Progress

This, the second General Information Yearbook, is designed to assist the reader in understanding Assessment findings. Report 03/04-GIY relates especially to the learning areas assessed during the third and fourth years of the project: social studies, music, mathematics, and science. It presents an overview of National Assessment, describing its purpose, history, and methodology, and then goes on to devote a chapter to each of the major steps in the intricate research/dissemination process. The chapters are organized to tell how the assessment is carried out and subsequently how its data are reported and used. National Assessment's (NAEP) principal objective is to assess the changes over time in educational achievement of four age groups in the U.S. In addition to the national results for each age group, results are reported within each age level for certain major subpopulations, such as geographic region and sex. To do so, NAEP had developed two baseline measures: (1) an estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise, and (2) an estimate of the difference between the performance of a subpopulation and the performance of the total age population. Measures of change will reflect comparisons of these statistics over time. (Author/JM) Primary type of information provided by report: Procedures (Overview).

**ED 107 710** TM 004 537

Womer, Frank B. Lehmann, Irvin J.

**1973 Assessment Workshops: Final Report.**  
 Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; Office of Education (DHEW), Washington, D.C.

Pub Date—15 Aug 73

Grant—OEG-0-9-08771-2468

Note—59p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Accountability, Educational Administration, \*Educational Assessment, Educational Needs, \*Participant Satisfaction, Program Evaluation, \*State Departments of Education, State Programs, Surveys, \*Workshops

Identifiers—\*National Assessment of Educational Progress

Three 3-day assessment workshops were held in Boulder, Colorado from June 19-29, for personnel in the assessment field from state departments of education. Seventy-six participants from 35 states, Puerto Rico, the Virgin Islands and the District of Columbia attended. Two of the three workshops concentrated on National Assessment as one model for large-scale assessments. Presentations were made by National staff members. The third workshop was held between the other two. The program for this workshop concentrated on seven different state assessments, a short up-dating on National Assessment, and small group discussion sessions. Presentations were made by state directors of assessment, contractors representatives, and selected National Assessment staff. Evaluations of the workshops were quite positive. In all three workshops over 90 percent of the responses indicated a desire to attend a follow-up workshop in 1974. Most questions elicited very favorable reactions. The major suggestions for improvement were for more discussion time and more speakers. The things liked best were the opportunity to interact with other assessment persons and to hear about other programs. (Author/DEP) Primary type of information provided by report: Procedures (Training).

**ED 107 720**

Judith M. Larson, Robert C.

**Exploring National Assessment Data Using Singular Value Decomposition.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[Apr 75]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Age Differences, Community Characteristics, Demography, \*Educational Assessment, Geographic Regions, \*Matrices, Measurement Techniques, \*National Surveys, Orthogonal Regression, Parent Education, \*Performance Factors, Probability, Race,

# CITATIONS

Sex Differences, Testing

Identifiers—\*National Assessment of Educational Progress, Singular Value Decomposition

National data was obtained from 9-year-old, 13-year-old, 17-year-old, and 26 through 35-year-old populations in order to determine academic achievement in nine subject areas. For each age population, group data was calculated and reported by region, sex, color, parents' educational level, and size and type of community. The application of singular value decomposition of nonsquare matrices to this data is described and its relationship to principal components analysis and its data reduction value is explained. Exploratory analyses are being conducted to determine if the same bases occur across age levels, across time from one assessment to its reassessment, and across subject areas. Emphasis will remain on trying to relate the characteristics of exercises to major differences in performance through the use of orthogonal components. (Author/BJG) Primary type of information provided by report: Procedures (Analysis).

**ED 110 494**

TM 004 767

Phillips, Donald L. And Others

**Stability of Nominal Categories Over Readers, Over Time.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[Mar 75]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 20-April 3, 1975)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Analysis of Variance, Elementary Secondary Education, \*Essay Tests, \*Reliability, \*Scoring, Test Bias, \*Testing Problems, Test Results, Time

Identifiers—\*National Assessment of Educational Progress

The consistency across time and readers of the scoring of National Assessment of Educational Progress (NAEP) open-ended exercises was examined. The procedure studied is a nominal categorical scoring. Ten readers independently read 28 sample responses to each of 12 open-ended exercises at three different times. All ten readers agreed on their assignment on about 75 percent of the sample responses. About 89 percent of the time a reader agreed on the category assignment from one reading to another. (Author) Primary type of information provided by report: Procedures (Scoring).

**ED 121 824**

TM 005 255

Sherman, Susan W.

**Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.**

Pub Date—[Apr 76]

Note—29p.; Paper presented at the Annual

Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, \*Comparative Analysis, Groups, Guessing (Tests), \*Individual Differences, Mathematical Models, \*Multiple Choice Tests, National Surveys, Parent Background, Racial Differences, \*Response Style (Tests), Rural Urban Differences, Sex Differences, \*Test Bias

Identifiers—\*I Don't Know Response Option (Tests), National Assessment of Educational Progress

The multiple-choice science exercises used by the National Assessment of Educational Progress include an "I Don't Know" (IDK) alternative to estimate more accurately knowledge of groups of respondents. Group percentages of IDK responses were examined and compared with correct responses to see if the IDK introduces bias. Variance common to IDK and correct responses was reasoned to reflect bias related in part to personality variables. Residuals from a regression analysis predicting correct response from IDK response percentages were analyzed as modified correct response effects. The modification generally reduces differences among groups and smoothes trends across the four age levels. (Author) Primary type of information provided by report: Procedures (Packaging) (Scoring).

ED 124 589

TM 005 347

Burton, Nancy W. And Others

The Effect of Position and Format on the Difficulty of Assessment Exercises.

Pub Date—[Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Difficulty Level, Educational Assessment, Guessing (Tests), \*Multiple Choice Tests, National Surveys, \*Responses, \*Response Style (Tests), Statistical Analysis, Test Bias, Test Format, Testing Problems

Identifiers—\*I Don't Know Response Option (Tests), National Assessment of Educational Progress

Assessment exercises (items) in three different formats—multiple-choice with an "I don't know" (IDK) option, multiple-choice without the IDK, and open-ended—were placed at the beginning, middle and end of 45-minute assessment packages (instruments). A balanced incomplete blocks analysis of variance was computed to determine the biasing effects of position or format on the national percent correct. Format was found to create a bias, but position did not, except for 9-year-old respondents. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 127 376

TM 005 555

Minimal Competency Measurement Conference: Summary Report.

Pub Date—[Mar 76]

Note—74p.; Proceedings of the Minimal Competency Measurement Conference (Denver, Colorado, March 11-12, 1976)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Agency Role, Basic Skills, Competency Based Education, \*Conference Reports, Educational Legislation, Educational Testing, \*Equivalency Tests, \*Graduation Requirements, High School Students, Item Banks, Performance Tests, School Districts, Secondary Education, State Boards of Education, State Legislation, Testing Problems

Identifiers—Clearinghouse for Applied Performance Testing, National Assessment of Educational Progress

On March 11 and 12, 1976, the National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States (ECS), and the Clearinghouse for Applied Performance Testing (CAPT), a project of the Northwest Regional Educational Laboratory (NWREL), co-hosted a Minimal Competency Measurement Conference in Denver, Colorado. Representatives of 32 states, the District of Columbia, and Puerto Rico attended. The conference provided a forum to discuss minimal competency in its broadest sense. The scope of the meetings was loosely defined in order to maximize participant output. Hosts and participants alike were asked to share their thinking on a variety of complex issues that relate to minimal competency. Presented here is a brief summary of the conference proceedings—the topics that were discussed, the information that was shared, and the questions that were raised. (Author/RC) Primary type of information provided by report: Procedures (Conceptual).

ED 135 838

TM 006 063

The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[Jun 76]

Note—139p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Agency Role, College Entrance Examinations, \*Conference Reports, \*Educational Assessment, Elementary Secondary Education, Followup Studies, Hypothesis Testing, Information Utilization, Item Sampling,

Kindergarten, Mathematics, Measurement Techniques, Needs Assessment, Performance Tests, Questionnaires, School Districts, Skill Development, Standards, State Agencies, State Departments of Education, \*State Programs, Testing Problems, Testing Programs

Identifiers—AAHPER Cooperative Health Education Test, ACT Assessment, Delaware Educational Assessment Program, Iowa Assessment Program, Michigan Educational Assessment Program, \*National Assessment of Educational Progress, Nebraska Assessment Battery Essential Learning Skills, Pennsylvania Educational Quality Assessment

For the past six years the National Assessment of Educational Progress has sponsored a national Conference on Large-Scale Assessment, designed to promote and improve communications among educational assessment personnel in State Departments of Education and other agencies. This volume contains most of the papers that were accepted for presentation at the half-day formal paper session. The 11 papers included here are: (1) "The State Agency as a Resource in Local Needs Assessment" by Paula T. Britton; (2) "Establishing Criterion Levels for Judging the Acceptability of Assessment Results" by Iris Weiss and Larry Conaway; (3) "N-Abels—A Manageable Technique for Monitoring the Acquisition of Essential Learning Skills" by Harriet A. Egerton and Hugh A. Harlan; (4) "A Process for Developing, Implementing and Following Through on an Assessment Program in Fifth- and Eighth-Grade Mathematics" by Max Morrison; (5) "Educational Quality Assessment Follow-Up Survey of the 1974 Assessment" by Joyce S. Kim; (6) "Hypothesis-Testing in Large-Scale Assessment" by Frank W. Rivas; (7) "A Plan for Utilization of Assessment Data by Local Education Agencies" by John A. Jones and Charles D. Oviatt; (8) "ACT Test Data and Program Assessment for Large School Districts" by Robert Cramer; (9) An Example of the Use of Multiple Matrix Sampling Procedures in a Local District Assessment Program" by Carl D. Novak; (10) "Measurement Problems and Issues Related to Applied Performance Testing" by James R. Sanders; and (11) "Symposium on: Large-Scale Assessment Reporting and Usage: Delaware and Georgia as Exemplars" by Robert Bigelow and Hervey Scudder. Primary type of information provided by report: Procedures (Theoretical) (Training).

ED 135 839

TM 006 064

Crane, Robert Hulsart, Richard

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[Apr 75]

Note—32p.; Papers presented at the Re-



gional Conference of the National Council for Social Studies (Virginia Beach, Virginia, April 24-26, 1975)

Pub Type—Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, \*Classroom Techniques, \*Curriculum Evaluation, \*Educational Testing, Elementary Secondary Education, Evaluation Methods, Group Testing, Measurement Techniques, National Competency Tests, \*National Surveys, \*Nontraditional Education, Program Evaluation, \*Social Studies, Standardized Tests, Student Attitudes, Student Evaluation

Identifiers—Kansas (Shawnee Mission), \*National Assessment of Educational Progress, Shawnee Mission Public Schools KS "The Politics and Process of Evaluation and Decision Making in the Schools: The Shawnee Mission, Kansas, Experience" and "Use of National Assessment Model for Classroom Evaluation" were two papers presented at the Regional Conference of the National Council for the Social Studies. The first paper concerned the development of an evaluation plan for the alternative American Studies program in the eighth through twelfth grades of the Shawnee Mission, Kansas, school district, during the 1973-74 school year. This plan called for three output measures: (1) a factual achievement test, (2) a study of habits and attitudes, and (3) a student opinion grid. The SSHA Survey of Study Habits and Attitudes was chosen for use, along with a teacher-developed Student Opinion Grid. Later, National Assessment of Educational Progress (NAEP) items were designated for the core of neutral items in the factual survey; this American Studies Factual Knowledge Survey is appended. The second paper explained the use of the NAEP exercises, which are administered on a national basis to young people and adults, for classroom, teacher and individual student evaluation. (MV) Primary type of information provided by report: Procedures (Evaluation).

ED 146 656

CS 501 898

Mead, Nancy A.

Issues Related to a National Assessment of Speaking and Listening Skills.

Pub Date—Dec 77

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)

Pub Type—Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Listening Skills, \*Measurement Instruments, \*Measurement Objectives, \*National Competency Tests, Speech Communication, \*Speech Skills, \*Test Bias, Testing Problems

Identifiers—National Assessment of Educational Progress

Issues related to a national assessment of speaking and listening skills include the specification of the domain of communication competencies, the selection of measure-

ment strategies, and the elimination of racial and ethnic bias. A project committee proposed that the domain of national assessment spans three dimensions: function (informing, controlling, sharing feelings, ritualizing, and imagining), perspective (speaking/expressing, listening/recognizing), and context (formal dyad, formal group, informal dyad, and informal group). The committee also developed strategies for the indirect measurement of speaking skills, the direct measurement of listening skills, and the direct measurement of speaking skills. A number of effective techniques for identifying items with minority bias were implemented, and more work in this area was recommended. (RL) Primary type of information provided by report: Procedures (Feasibility Study) (Conceptual).

ED 154 200

CE 015 969

Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—30 Sep 77

Note—89p.; May reproduce poorly due to paper and ink color contrast

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adoption (Ideas), Agriculture, Change Agents, \*Change Strategies, Economic Research, \*Educational Research, \*Information Dissemination, Information Systems, Medical Research, Morale, Planning, Policy Formation, Researchers, Research Methodology, Research Projects, \*Research Utilization, Surveys

Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress studies selected research efforts in the agriculture, economics, and health fields to discover successful strategies for the dissemination and adoption of educational research. Interviews were conducted with people familiar with the Agricultural Extension Movement, Health Examination Interview Surveys, and the Consumer Expenditure Survey as well as with people experienced in the dissemination of educational research information. (Five appendixes contain lists of participants in the study and descriptions of the study methods and resources.) Findings and recommendations included the following: (1) Careful planning of research directions to avoid duplicate efforts requires a good communication structure. (2) Thorough planning and development of methodology and instruments for data collection includes site visits, pretests, and rigorous standards. (3) Positive staff morale needs to be developed; a variety of effective measures

are available. (4) Efficient dissemination of research findings involves the use of computer information and retrieval systems, reports, publications, etc.; a model system was found to be the U.S. Department of Agriculture's Current Research Information System. (5) The effective communication of research results to key decisionmakers demands the use of easily comprehensible language and format and the proximity of the researchers to the policy makers to facilitate regular contact and appearances at hearings. The success of adoption of research information depends on linking agents which assume increasing importance for education since so many innovations are at the local level. (Specific strategies found to be effective are listed and discussed under each of the five categories of findings.) (ELG) Primary type of information provided by report: Procedures (Dissemination) (Utilization).

ED 155 759

CS 502 145

Mead, Nancy A.

Issues Related to Assessing Listening Ability.

Pub Date—Mar 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

Pub Type—Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, \*Language Laboratories, Language Skills, \*Learning Laboratories, \*Listening, Listening Comprehension, \*Listening Comprehension Tests, \*Listening Skills, Research Needs, \*Research Projects

Identifiers—\*National Assessment of Educational Progress, \*Speech Communication Association

The National Assessment of Educational Progress (NAEP) and the Speech Communication Association (SCA) initiated a pilot study to test the feasibility of assessing speaking and listening skills. A pool of 56 items was developed and then field tested at four sites which represented a variety of national regions, of size and type of cities, and of racial and ethnic populations. There were significant differences between the responses of minority and nonminority students. A panel of speech communication experts hypothesized that minority students might have less specialized vocabulary knowledge, a lower tolerance for long materials perceived as boring, and less experience listening to the accents and speaking rates of white speakers. The results of the NAEP/SCA project suggest a clear need for further development and research in this area. In addition, three guidelines were developed for researchers in the area of listening ability: (1) focus on skills that are unique and central to listening, (2) use short, interesting listening stimuli, and (3) consider extraneous factors which might contribute to item bias; these suggestions are intended to aid researchers rather than act as a definitive guide. (JF) Primary type of infor-



## CITATIONS

mation provided by report: Procedures (Feasibility Study).

ED 160 646 TM 007 831  
Burton, Nancy W.

### Assessment As Exploratory Research: A Theoretical Overview.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Analysis, Educational Assessment, Educational Research, \*Evaluation Methods, Experimenter Characteristics, \*Models, National Surveys, Research, Research Design, Researchers, \*Research Methodology, Scientific Methodology, \*Scientific Research, \*Social Science Research

Identifiers—\*Exploratory Research, Kuhn (T S), National Assessment of Educational Progress

With the view that social scientists conduct too little exploratory research, the author outlines the methods and attitudes of the exploratory analyst and describes the National Assessment of Educational Progress (NAEP) as a source of research data. Exploratory analysis, in which no paradigm is used, is contrasted with confirmatory research, which is designed to extend a paradigm to the solution of a new problem. Three methods of organizing exploratory research are described: (1) ordinary-concept research, which is organized around concepts or catch words; (2) social problems research, which is organized around important social problems; and (3) mono-method research, which is organized around a particular analytic method. Skepticism about which results are considered true and which are in error, attention to outlying data, and an unwillingness to make assumptions are described as characteristics of the exploratory researcher. Since exploratory research is most often done by reanalyzing data collected for some other purpose, the breadth, precision and accuracy of the survey data available from the National Assessment of Educational Progress is described, with an emphasis on its usefulness to the exploratory researcher. Sample paradigms concerning the conceptual framework of human learning are appended. (JAC) Primary type of information provided by report: Procedures (Theoretical).

ED 192 294 CS 005 669  
Brown, Rexford

### Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.

Education Commission of the States, Denver,

Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-52

Pub Date—Jun 80

Grant—NIE-G-80-0003

Note—122p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Educational Assessment, Educational Research, \*Educational Testing, Educational Trends, \*Equal Education, \*Literacy, Program Evaluation

Identifiers—\*National Assessment of Educational Progress

To understand the contributions of the National Assessment of Educational Progress (NAEP) toward solving the problems of literacy and equity, this report addresses two questions: (1) How can NAEP provide useful information concerning educational equity and standards of and levels of literacy, particularly with regard to linguistic and ethnic minorities; and (2) What kinds of data can be collected and analyses performed to chart changes in literacy over time and provide clues about the types of programs required for improving literacy? Divided into three parts, Part One explores differing conceptions of literacy, ways in which NAEP can address certain of them, ways in which NAEP can serve as a proving ground for literacy measures, and potential enhancements to the current NAEP model; Part Two explores NAEP's contribution to equity studies as a descriptive data base and a source of analytical inquiry; and Part Three examines trade-offs involved in potential enhancements of the current design. Appended are a discussion of trends for two kinds of literacy, a sampling of equity graphs, tables and statements, and NAEP publications in reading, writing and literature. (HOD) Primary type of information provided by report: Procedures (Conceptual).

ED 193 307 TM 800 622  
Johnson, Eugene G. And Others

### Measures of Scorer Agreement and Patterns of Disagreement.

Pub Date—Mar 78

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, Experimenter Characteristics, \*National Surveys, Sampling, \*Scoring, Situational Tests, Testing Problems, \*Test Reliability

Identifiers—\*Interrater Reliability, \*National Assessment of Educational Progress

The scoring scheme of the National Assessment of Educational Progress (NAEP) is studied, as well as techniques for estimating its reliability. NAEP data are collected on

students of age 13 in the fall, age 9 in the winter, and age 17 in the spring. The scoring task, involving hand scoring of open-ended items, may vary between 25,000 responses to 10 items and 1,000,000 responses to 400 items. The size of the scoring staff may vary between two and 20 scorers, and their work is subject to 10 percent quality control over the entire scoring period. The general scoring scheme requires that responses be divided into two overall evaluative categories: acceptable and unacceptable. Acceptable responses provide some evidence that the respondent meets the relevant educational objective; unacceptable responses are not adequate to provide evidence. A discussion of techniques for estimating reliability of the scoring scheme involves: (1) determining the percent of observed agreement among scorers and comparing it to the agreement one would expect on the basis of chance alone; and (2) examining the patterns of disagreement in the scoring of individuals. The test statistics for measuring disagreement are applied to data from multi-way tables. (RL) Primary type of information provided by report: Procedures (Scoring) (Evaluation).

ED 194 571 TM 800 700  
Holmes, Barbara J.

### Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-54

Pub Date—Aug 80

Grant—NIE-G-80-0003

Note—37p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Assessment, Educational Objectives, Federal Programs, \*National Surveys, \*Social Bias, \*Statistical Bias, \*Test Bias, Test Construction, Testing Problems, Test Items

Identifiers—\*National Assessment of Educational Progress

In recent years, the controversy surrounding testing has grown, and the charge of bias is the most often cited criticism of testing and assessment. A review of the literature indicates that psychometricians and other researchers speak of bias as a property of the test or of items in the test. Conversely, test critics speak of bias as a quality or attitude associated with testing, which is suggestive of cultural preferences. The meaning of bias from the research and social perspectives is explored and the areas of conflict between the two are pointed out. By delineating some of the primary points in these divergent perspectives, the position of the National Assessment of Educational Progress relative to cultural bias is clarified in terms of its unique purposes and design. The National Assessment has implemented several techniques during the processes of objectives and exer-

cises development and administration to minimize the intrusion of cultural bias or preferential material. The process of consensus and the evaluative criteria used to develop, write and select exercises are described. Ways in which a new analysis variable, achievement class, can be utilized as a bias detection method with the National Assessment exercises is discussed. (Author/RL) Primary type of information provided by report: Procedures (Exercise Development).

**ED 194 576** TM 800 705  
Ward, Barbara And Others

**Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-51

Pub Date—Jun 80

Grant—NIE-G-80-0003

Note—103p.

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Audiences, \*Educational Assessment, Elementary Secondary Education, Federal Programs, Information Dissemination, \*Information Needs, \*National Surveys, \*Needs Assessment, Program Costs, Program Design, Program Improvement, Test Results, \*User Satisfaction (Information)

Identifiers—\*National Assessment of Educational Progress

Audiences were surveyed at the federal, state, and local levels in an effort to determine how the National Assessment of Educational Progress could be made more useful in meeting their needs. Recommendations fell into several major categories: (1) increased dissemination of assessment materials and access to data; (2) increased data interpretation and data analysis; (3) increased collection of data on background and program variables; (4) increased research potential; (5) increased policy relevance; and (6) increased attention to state and local needs. Needs expressed by different audiences were at times in conflict. Education researchers typically would like more background and program information, while national curriculum organizations would like more achievement questions. State and local educators would like more items released for their use, while obtaining reliable change data demands that as many items as possible be kept secure. The present Assessment design does not permit some of the desired uses of assessment data. Trade-offs between various audience needs are outlined and relative costs of different procedures are indicated. (Author/RL) Primary type of information provided by report: Procedures (Dissemination) (Utilization).

**ED 194 577**

Ward, Barbara

**The National Assessment Approach to Objectives and Exercise Development.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-55

Pub Date—Sep 80

Grant—NIE-G-80-0003

Note—50p.; For related document see ED 067 402.

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Achievement Tests, \*Behavioral Objectives, \*Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Federal Programs, \*National Surveys, Program Costs, \*Program Development, Scoring, Test Bias, Test Construction, Testing, Testing Problems, \*Test Items

Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) item development procedures, possible improvements or alternatives to these procedures, and methods used to control potential sources of errors of interpretation are described. Current procedures call for the assessment of 9-, 13- and 17-year-olds in subject areas typically taught in schools. Objectives and items are developed and reviewed through a consensus process which involves subject-matter experts, educators and lay persons. Reviews help to establish the accuracy and content validity of items and to guard against potential item bias. Procedures used to prepare item booklets, administer the assessment and score the items are designed to reduce sources of error and to ensure nearly identical conditions across assessments so measurements of change are accurate. Possible alternative procedures, including structuring assessments by means other than subject areas, using an assessment framework other than objectives, developing objectives through textbook analysis, employing objectives developed by other organizations, using a contractor other than NAEP to monitor development and changing the number or type of reviewers, are also discussed. Procedures that would benefit from further research are identified. (Author/RL) Primary type of information provided by report: Procedures (Exercise Development) (Objectives Development).

**ED 194 601**

Scott, Dunlap, Jr.

**Access to Schools and Nonstudents.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

TM 800 706

TM 800 732

Report No.—NAEP-12-IP-56

Pub Date—Sep 80

Grant—NIE-G-80-0003

Note—35p.

Pub Type— Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Data Collection, \*Educational Assessment, Elementary Secondary Education, \*Measurement Techniques, \*National Surveys, Sampling, Young Adults

Identifiers—\*National Assessment of Educational Progress

Three questions are discussed: (1) what approach will be taken to gain and maintain access to school districts and schools to administer assessment instruments? (2) what procedures should be employed in the difficult and complex task of gaining access to nonstudents (age 17)? and (3) what problems are likely to be encountered in doing this? Access to in-school and nonschool samples is one of the most critical aspects of a National Assessment program. A successful approach to gaining and maintaining access to school districts and schools demands that a protocol be followed; involvement by school personnel and students be minimum; procedures for resolving refusals be developed; and monitoring of data collection procedures and staff be rigorous so that problems are readily identified and corrected. School records are the basis for constructing the sampling frame for the out-of-school 17-year-olds. School officials provide a listing of names of early graduates, and students who failed to return to school following summer vacation and are not known to have enrolled in another school. Problems likely to be encountered include: response/nonresponse; privacy and confidentiality; the intrusiveness of surveys; and the growing cost of research. (RL) Primary type of information provided by report: Procedures (Field Administration).

**ED 194 605**

**Issues in the Analysis and Analysis of Change of National Assessment Data.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-57

Pub Date—Sep 80

Grant—NIE-G-80-0003

Note—108p.

Pub Type— Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Data Analysis, \*Educational Assessment, Elementary Secondary Education, Measurement Techniques, \*National Surveys, \*Outcomes of Education, Research Design, \*Trend Analysis, Young Adults

Identifiers—\*National Assessment of Educational Progress

Approaches to data analysis used by the National Assessment of Educational Progress (NAEP) and possible alternative methodologies are reviewed. Since various

components of the NAEP model affect analysis, key elements of that model, including procedures for developing objectives and exercises, drawing the sample, collecting data and reporting results, are briefly described. Performance on sets of items is summarized by using the average of percentages of acceptable responses to the items in a set. Methods for computing the statistics commonly used by NAEP and the standard errors of those statistics are described. The paper presents answers to questions frequently raised regarding NAEP analytical procedures, including such topics as the use of NAEP data to establish causal relationships, use of data adjustments, possibility of increasing the number of background questions, potential for setting performance standards, provision of different data breakdowns and new methods of analysis. For the 1979-80 reading assessment, data will be reported by achievement class, a new reporting variable. Appendices define reporting variables, present forms used to collect background information, describe population proportion smoothing methods, provide information about the problem of nonresponse in assessment samples, and describe methods of accounting for sample design with design effects. (Author/GK) Primary type of information provided by report: Procedures (Analysis) (Data Processing).

ED 196 430

IR 009 038

Cobb, Hugh

**Data Base Management Needs of National Assessment and Ways to Meet Those Needs.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-58

Pub Date—Jul 80

Grant—NIE-G-80-0003

Note—65p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Archives, \*Computer Oriented Programs, \*Data Analysis, Educational Assessment, Information Dissemination, \*Information Needs, \*Management Information Systems, National Programs, Online Systems, Quality Control, User Satisfaction (Information)

Identifiers—\*LAAAA, \*National Assessment of Educational Progress

This paper discusses the procedures best suited for storing, organizing, and using past and present National Assessment of Educational Progress (NAEP) data, as well as procedures and systems used for archiving past and future data, and the quality-control procedures employed to ensure the integrity and responsiveness of the data management system. Four categories of users of NAEP data are identified: external researchers interested in specific analyses of the data, external users interested in existing research results, archival users interested in preserving infor-

mation gathered by NAEP, and internal users (the staff) with specific interests in part of NAEP data. A discussion of database management needs describes the needs characteristics of each of these categories of users and points out some of their differences and similarities. Database management techniques are explored in terms of equipment, software, methods, and applications of the NAEP data management technique. Extensive appendices include a list of the contents of a current NAEP public-use data tape, data access plan and dissemination plan for the NAEP, and an overview of data models. A bibliography is provided. (Author/MER) Primary type of information provided by report: Procedures (Data Processing).

ED 197 413

CS 503 246

Mead, Nancy A.

**Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.**

Education Commission of the States, Denver, Colo.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Report No.—NAEP-08-SL-56

Pub Date—Nov 80

Contract—80-227

Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, \*Evaluation Criteria, Evaluation Methods, \*Measurement Techniques, Minimum Competencies, Secondary Education, \*Speech Instruction, \*Speech Skills, State Programs, Test Bias, Test Validity

Identifiers—Basic Skills Improvement Policy (Massachusetts), \*Massachusetts, National Assessment of Educational Progress

Focusing on the problems of assessing the speaking skills of secondary school students, this paper provides one example of how those problems were addressed in the Massachusetts speaking assessment. The paper identifies four requirements for measures of speaking skills: (1) feasibility, (2) reliability, (3) validity, and (4) freedom from bias. The discussion of these requirements is followed by a general discussion of issues related to developing measures of speaking skills. The paper concludes with a description of the Massachusetts speaking assessment and with data on the reliability, validity, and bias of the assessment instruments. (Author/FL) Primary type of information provided by report: Procedures (Theoretical).

ED 202 867

TM 810 283

Wright, David

**National Assessment's Public-Use Data Tapes.**

Pub Date—Apr 81

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Data Bases, \*Program Design, \*Program Improvement

Identifiers—\*Data Files, Data Management, \*National Assessment of Educational Progress, Secondary Analysis

Data from the National Assessment of Educational Progress and accompanying machine-readable documentation are currently maintained on the National Military Command Information Processing System (NIPS) data base management system. National Assessment's data management and file processing systems, however, are not well-suited to secondary users. Because substantial resources and external assistance would be required to document the National Assessment data files more clearly and make them easy to use, the Education Commission of the States (ECS) participated in a National Science Foundation grant to study the utility of secondary analysis with National Assessment data. The design phase, compromise and rejected alternatives, implementation, contents of the public use data tapes, and utilization are described. Currently, National Assessment staff are involved in three tape-related activities: enhancing the existing tapes, creating new tapes, and developing an introduction to the public-use data tapes. (Author/GK) Primary type of information provided by report: Procedures (Data Processing).

ED 206 670

TM 810 565

**Supplementary Frame Assessment Phase II Manual.**

Research Triangle Inst., Durham, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—88p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Administrator Role, Educational Assessment, \*Field Interviews, \*Individual Testing, \*Out of School Youth

Identifiers—Interviewers, \*National Assessment of Educational Progress

The aim of the National Assessment of Educational Progress (NAEP) Supplementary Frame Assessment is to locate and assess samples of seventeen-year-olds no longer participating in the regular school curriculum. In this way a sample representative of the entire age group may be obtained for assessment purposes. Phase I of the study dealt with the acquisition of lists of eligible individuals from their high schools, while Phase II involves



their location and assessment. Methods for obtaining changes of address, numerous field procedures for locating the individual, procedures for determining the individuals eligibility to take part in the assessment program upon the basis of stated criteria, and instructions for the administration of test packages, form the basis of this manual. Once located, the individual has to be persuaded to take part in the program, thus, interviewing techniques are stressed. Instructions are given for the administration of the Individual Screening Questionnaire (ISQ)—an inventory for eliciting background information, test packages and package supplements, and for the disbursement of incentive payments. The coding and gridding of questionnaires and assessment packages, other administrative tasks and methods of expense reimbursement are also outlined. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 671 TM 810 566  
Folsom, Ralph E., Jr.

**National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.**

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—RTI-25U-796-5

Pub Date—Apr 77

Contract—OEC-0-74-0506

Note—100p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, \*Research Methodology, \*Research Problems, \*Sampling, Statistical Bias, Testing Programs

Identifiers—\*National Assessment of Educational Progress, \*Sampling Error

Beginning with the planning stages of the National Assessment of Educational Progress (NAEP), careful attention has been given to the design of efficient probability sampling methods for the selection of classroom respondents and the assignment of test packages. With these methods, it is possible for NAEP researchers to make relatively precise statements about population characteristics on the basis of fairly small samples. The purpose of this monograph is to describe what is meant by relatively precise statements about population characteristics and to show how NAEP sample data are being used to gauge the accuracy of reported results. The levels of precision for Year 01 and 02 were compared, and the overall precision was improved in Year 02. The sampling error methodology developed for the Year 02 sample was applied to calculate Year 03 and 04 sampling errors. A major redesign of NAEP's primary sample was initiated for the Year 05

assessment. The Year 06 (1974-75) NAEP in-school primary sample was an independent replicate of the Year 05 sample selected from the deeply stratified primary unit frame developed for the 1973-74 survey. Four non-overlapping samples were to be used successively for Years 07 through 10. Primary type of information provided by report: Procedures (Sampling) (Evaluation). (BW)

ED 206 694 TM 810 593  
In-School Quality Check Activities. Final Report of Year 11.

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—RTI-1967-00-01F

Pub Date—Oct 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—46p.; Some pages and appendices omitted due to their confidentiality.

Pub Type—Reports - General (140) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Data Collection, Educational Assessment, Elementary Secondary Education, National Competency Tests, \*Quality Control, \*Sampling, School Districts, Testing Programs

Identifiers—\*National Assessment of Educational Progress

This final report summarizes Year 11 quality check activities for the National Assessment of Educational Progress (NAEP). A probability sample of 40 schools was selected for quality check purposes from all three age classes. One regular school was selected for each District Supervisor at each Age Class. Quality check activities were conducted in these schools during the period of October 1979 through May 1980 by staff from the Research Triangle Institute (RTI). All checks were conducted with the consent and cooperation of the schools involved. The sample design and other sampling activities associated with the Year 11 quality check are documented in section 2 of this report. The procedures used to implement the quality check are discussed in section 3. The results of the quality check are reported in section 4. Conclusions and recommendations for future quality checks are presented in section 5. Primary type of information provided by report: Procedures (Field Administration). (Author/BW)

ED 206 695 TM 810 594  
In-School Field Operations and Data Collection Activities, Year 11. Final Report.

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—Education Commission of

the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—RTI-1973-00-03F

Pub Date—Aug 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—123p.; Some portions of the appendices are omitted due to their confidentiality.

Pub Type—Reports - General (140) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Data Collection, Educational Assessment, Elementary Secondary Education, \*Methods, National Competency Tests, \*School Districts, Testing Programs

Identifiers—\*National Assessment of Educational Progress

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment of Educational Progress, (NAEP) from March, 1979 through July, 1980. The more pertinent summary data on the planning and conduct of Year 11 in-school assessment are cited here. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by Research Triangle Institute (RTI) central staff members, (2) the inventory (summer, 1980) of NAEP materials and equipment stored at RTI, and (3) project expenditures of funds and effort. An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11; a summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. Primary type of information provided by the report: Procedures (Field Administration). (Author/BW)

ED 206 703 TM 810 605  
Benrud, C. H. And Others

**Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.**

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-11-SW-47; RTI-1967-00-02F

Pub Date—Jun 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—236p.

Pub Type—Reports - General (140) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computer Oriented Programs, \*Educational Assessment, Elementary Secondary Education, \*Methods, \*National



## CITATIONS

Competency Tests, \*Sampling, Testing, Testing Programs

Identifiers—\*National Assessment of Educational Progress

Sampling activities for Year 11 of the National Assessment of Educational Progress began in 1977 when plans were begun to Years 11-14. In March 1979 the sample was selected and allocated. In-school secondary sample selection activities were carried out during May through August, 1979, and in-school package assignment and field support activities were begun in August and continued into 1980. Sample weight computation activities began in January and continued through August 1980. The Supplementary Frame secondary sample was selected in July and August 1979, and the third-stage sample of discontinuers and early graduates was selected during March through May 1980 and administered in June through August. Supplementary Frame weights were computed in September through November 1980. This report documents the Year 11 in-school sampling and weighting activities, and the Supplementary Frame activities. Primary type of information provided by the report: Procedures (Sampling) (Weighting). (Author/BW)

ED 206 709

TM 810 612

Williams, Rick L. And Others

NAEP Year 11 Design Efficiency Study. Final Report.

Research Triangle Inst., Research Triangle Park, N.C.

Spons. Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—RTI-1969-01-01-F

Pub Date—Jun 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, \*Research Design, \*Research Methodology, \*Sampling, Testing Programs. Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress in-school sampling design is a three-stage stratified design. Stratification variables include region, size of community and socioeconomic status. The three levels of sample selection are Primary Sampling Units (PSUs), schools and students. In general, two and sometimes three PSUs are selected from each stratum for variance estimation. The stratification variables are assumed fixed and not subject to change; therefore, the problem of finding the optimal design is reduced to finding the number of PSUs, schools and students per stratum that will minimize cost for a given variance. Following a brief overview of the

sample drawn for Year 11, presented in Section 2, the cost model developed for the purpose of the present study is outlined in Section 3. Section 4 describes the statistics which were selected for analysis, and Section 5 derives the corresponding variance and covariance component models. Finally, Section 6 describes the optimization procedure used, and Section 7 provides a summary of the results. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 208 008

TM 810 689

Chromy, James R. And Others

Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.

Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.

Spons. Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—RTI-1764-00-00F

Pub Date—Aug 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—73p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Computer Programs, \*Educational Assessment, Elementary Secondary Education, Hispanic Americans, \*National Competency Tests, Research Design, \*Sampling, Testing Problems, Testing Programs

Identifiers—\*National Assessment of Educational Progress

The primary sample for Year 11 of the National Assessment of Educational Progress (NAEP) was selected in March 1979, and was preceded by an 18-month planning effort. During the planning period, research concentrated in five specific areas: sampling frame construction, stratification criteria, efficiency study review, techniques and computer software for highly stratified sample selection, and sampling for Asian and Hispanic populations. Primary samples from the first ten years are reviewed, and the sampling frame construction is discussed. The actual selection of samples, the sample stratification, options for large and small annual samples, selection techniques, and sampling for special populations are discussed. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 210 299

TM 810 944

Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational

Progress.; Westinghouse DataScore Systems, Iowa City, Iowa.

Spons. Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-11-PS-47

Pub Date—Mar 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—43p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment,

\*Educational Testing, Elementary Secondary Education, \*National Programs, \*Printing, Productivity, \*Quality Control, \*Scoring, Test Scoring Machines

Identifiers—\*National Assessment of Educational Progress

This report summarizes all Year 11 National Assessment of Educational Progress activities performed under Westinghouse DataScore Systems contracts. The general time frame for DataScore's contract activities runs from March 1979 through October 1980 (with the exception of the Year 10 Art Scoring activities which were projected for February 1981 completion). Covering the preparation and printing specification aspects along with package inserts and distribution, this report also outlines suggestions for receipt control, handscoring and processing of tests. The maintenance and storage of scored tests are dealt with and, in closing, concerns and constructive criticisms are offered for project management. Primary type of information provided by report: Procedures (Packaging) (Scoring). (Author/CE)

## b. SPECIAL ANALYSES

- ED 097 348** TM 003 963  
*Vandermyrn, Gaye*  
**National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.**  
 Education Commission of the States, Denver, Colo.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—Jun 74  
 Note—26p.  
 Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Academic Achievement, \*Educational Assessment, \*Information Utilization, National Norms, \*National Surveys, Racial Differences, Social Differences, \*Test Interpretation, Test Results  
 Identifiers—\*National Assessment of Educational Progress  
 The National Assessment of Educational Progress (NAEP) was created in 1969, and its goals were twofold: to make available the first comprehensive data on the educational attainments of young Americans in 10 learning areas and to measure any growth or decline that takes place in the educational attainments of young Americans. In 7 of the 10 learning areas surveyed nationally—reading, writing, science, music, citizenship, social studies and literature—achievement levels for the poor, the black, those who live in the inner city, in rural communities or the Southeast fall consistently below that of the nation as a whole. Young people who live in the Northeast or in suburban communities, or whose parents had the advantage of post-high school education, consistently demonstrated higher levels of skills and knowledge than the nation as a whole. The remainder of the report is concerned with the assessment of NAEP findings by educators, federal agencies and NAEP, research applications, aiding state efforts, NAEP and local school districts, teacher training and NAEP, and the present and future of NAEP. (RC) Primary type of information provided by report: Results (Interpretation) (Utilization).
- ED 135 846** TM 006 076  
*Mullis, Ina V. S. And Others*  
**What Students Know and Can Do: Profiles of Three Age Groups.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Pub Date—Mar 77  
 Contract—OEC-0-74-0506  
 Note—126p.  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Achievement, Age Groups, Black Students, \*Cohort Analysis, Community Characteristics, \*Educational Assessment, Elementary Secondary Education, Females, Geographic Regions, Males, \*National Surveys, Parent Education, White Students

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, and 17-year-olds. The purpose of this report is to attempt to summarize performance across all learning areas for each age group separately. Results were selected to provide a useful and interesting overview of what students know and can do. Each chapter of the report contains information about one of the three age groups. The first part of each chapter, "Summaries of Ten Learning Areas," is devoted to a series of short descriptions of the findings for each subject area. The second section of each chapter highlights achievements attained by students. The lists describe the actual achievements of many students, some students, and few students. Readers must decide for themselves whether these actual achievements are adequate or not. The third section, "Patterns of Group Results," summarizes the results obtained for regions of the country, males and females, blacks and whites, different types of communities, and different levels of parental education. (RC) Primary type of information provided by report: Results (Overview).

- ED 138 414** RC 009 869  
*Crane, Robert*  
**Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  
 Report No.—NAEP-BR-2  
 Pub Date—May 77  
 Contract—OEC-0-74-0506  
 Note—85p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)  
 Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Academic Achievement, Age, Black Students, Career Development, \*Comparative Analysis, Educational Assessment, Knowledge Level, Mathematics, Mexican Americans, \*National Norms, \*National Surveys, \*Norm Referenced Tests, Parent Background, Reading, Sciences, Sex Differences, Social Studies, Spanish Americans, \*Spanish Speaking, Whites  
 Identifiers—\*National Assessment of Educational Progress  
 Data on the achievement of 9-, 13-, and

17-year-old Hispanics in school in the areas of social studies, science, mathematics, career and occupational development (COD), and reading were collected between fall of 1971 and spring of 1975. Results were examined in relation to the achievement levels of students in the nation as a whole and those of black and white students. Representing a cross-section of typical schools across the country, the sample consisted of 75,000 students, of which about 2,500 answered a given question. Results were reported by age, region (Northeast and West), sex, and level of parental education. Among the results were: Hispanic achievement was consistently below that of the total national age population and of white students; Hispanic achievement was often closer to national levels than black achievement; the achievement of male Hispanics was consistently closer to national levels than that of females on the science items; and students who reported that one parent had at least graduated from high school was closer to the national level than those who reported that neither parent had graduated. Appended are: definitions of national assessment Hispanic reporting categories, special analyses of reading items, statistics of the achievement of the white and black groups in each area; and proportion of Hispanic students within the national assessment samples. (NQ) Primary type of information provided by report: Results (Race).

- ED 159 055** SE 024 908  
**Analysis of Supplemental Background Questions on Homework and TV.**  
 Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
 Pub Date—77  
 Note—7p.  
 Available from—Education Commission of the States, National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80295 (no price quoted)  
 Pub Type—Numerical/Quantitative Data (110)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Achievement, \*Educational Research, \*Homework, \*Mathematics, \*Programming (Broadcast), \*Secondary School Mathematics, \*Television Viewing  
 Identifiers—National Assessment of Educational Progress  
 A National Assessment of Educational Progress (NAEP) statistical analysis deals with the amount of homework of 17-year-old students in 1976, the amount of television viewing, and presence or absence of various items in the home (e.g., a specific place for study, magazines, etc.). The data suggest that a higher performance on mathematics assessment task is associated with: (1) more reported homework; (2) less reported television viewing; and (3) more reported items in the home. The narrative is supported by tables of descriptive statistics. (MP) Primary type of information provided by report: Results (Background Variables) (Special Analyses).

ED 171 518 SE 027 528  
Mullis, Ina V. S.

**Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Apr 79

Note—72p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Some tables marginally legible

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors— \*Achievement, \*Educational Environment, \*Educational Research, Elementary Secondary Education, \*Family Environment, Learning, \*Mathematics Education, \*Physical Environment, Political Attitudes, Political Science

Identifiers— \*National Assessment of Educational Progress

Data collected in 1976 by the National Assessment of Educational Progress (NAEP) were analyzed by using a path analysis of clusters of variables combined into single composite variables. Investigated were the relative importance and effect of three clusters of variables (home environment variables, community and school environment variables, and school instructional variables) on educational achievement in the areas of mathematics, political knowledge, and sociopolitical attitudes. The effect of school on learning was substantially larger than the effect of type of school and school program and tended to be quite high relative to the effect of home on learning. (MP) Primary type of information provided by report: Results (Background Variables).

ED 172 980 RC 011 353  
Martin, Wayne H.

**Student Achievement in Rural Schools: A View from the National Assessment Data.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date—May 79

Note—32p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979); Some pages may not reproduce due to small print size

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— \*Academic Achievement, Comparative Analysis, Demography, \*Educational Assessment, Elementary Secondary Education, Family Environment, Grade 4, Grade 8, Grade 11, \*National Sur-

veys, Rural Areas, \*Rural Education, \*Rural Schools, \*Rural Youth

Identifiers— \*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was designed to measure knowledge, skills, and attitudes of young Americans at various ages in 10 learning areas, and to measure educational attainment over time. Community categories used in NAEP research were High and Low Metro, Urban Fringe, Main Big City, Medium City, Small Places (population under 25,000), and Extreme Rural Areas (population under 10,000). Rural students at ages 9, 13, and 17 were enrolled at near the national average grade level. The home environment of 9 year old rural students was similar to that of Urban Fringe students. At ages 13 and 17, the home environments were similar to Main Big City home environments. The baseline data trend, substantiated by change data, was toward improved rural performance, to the point of reaching national performance levels for some ages in science, reading, functional literacy, and social studies. Exercise-by-exercise data should be examined to isolate strengths and weaknesses of rural students in various learning areas. The federal government should explore the possibility of conducting a migrant children assessment. NAEP should be provided with the necessary resources to increase the sample size for rural students to provide more detailed information about their educational achievement. (Author/SB) Primary type of information provided by report: Results (Special Analyses) (Trend).

ED 176 961 SE 028 495  
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Grant—NIE-G-77-0061

Note—63p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Career Opportunities, Educational Research, \*Federal Aid, \*Mathematics Instruction, Secondary Education, \*Self Concept, \*Sex Stereotypes, \*Surveys, Womens Studies

Identifiers— \*National Assessment of Educational Progress

This assessment, funded by the National Institute of Education, identifies factors which are related to problems associated with women participating in mathematics. A review of the literature is given which identifies variables for investigation and instruments which exist. The development process is discussed. This includes survey development, editing items, and field testing survey materials. Future plans concerning the drawing of the survey sample, the administration of the

questionnaire, and the scoring of the survey are discussed. (SA) Primary type of information provided by report: Program Description (Progress Report).

ED 184 878 SE 030 550  
Armstrong, Jane M.

**Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-10-MA-00

Pub Date—Mar 80

Grant—NIE-G-77-0061

Note—41p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Career Planning, Elective Courses, Females, Parent Influence, \*Research, Secondary Education, \*Secondary School Mathematics, \*Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, \*Womens Education

Identifiers— \*Mathematics Education Research, National Assessment of Educational Progress

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of the factors to guide future research and intervention efforts. The vehicle for this study was a national survey of 1,452 13-year-olds and 1,788 high school seniors. The data collection centered upon achievement in mathematics, participation in mathematics, sex-role stereotyping, career and academic plans, the student's attitude toward mathematics, parental influence and the influence of significant other people in the student's life. Correlation and regression analyses were performed on the survey data to identify those factors which most affect participation and achievement in mathematics. The results of the study indicate that 13-year-old females start their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. The results also indicate that certain groups of variables open to intervention strategies are related to participation and that these variables predict participation. At the conclusion of this report, strategies are suggested which may increase mathematics participation in school programs. (Author/MK) Primary type of information provided by report: Results (Overview) (Sex).

ED 187 562 SE 030 964  
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-10-MA-60

Pub Date—Dec 79

Grant—NIE-G-77-0061

Note—288p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Academic Achievement, Career Choice, Educational Assessment, Elective Courses, Females, \*Mathematics Education, \*National Surveys, Parent Influence, Participation, \*Research, Secondary Education, \*Secondary School Mathematics, \*Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, Surveys, Teacher Influence

Identifiers—\*National Assessment of Educational Progress

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of those factors to guide future research and intervention efforts. The vehicle was a national survey of 1,452 13-year-olds and 1,788 high school seniors. Data collection centered upon achievement and participation in mathematics, sex-role stereotyping, career and academic plans, the students' attitudes toward mathematics, parental influence, and the influence of significant other people in the students' lives. Results of the study indicate that 13-year-old females begin their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. Large sex differences found for mathematics participation in previous studies were not found in this survey. Results also indicate that certain groups of variables open to intervention strategies are related to participation. Three groups of variables were found to have the greatest effect on participation: positive attitudes toward mathematics; perceived need for mathematics for future career and educational plans; and influences of significant others, including parents, teachers and counselors. At the report conclusion, strategies are suggested which may increase mathematics participation in school programs. (Author/MK) Primary type of information provided by report: Results (Sex).

ED 193 260

TM 800 574

Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading: Released Exercises, National and Group Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-08-YA-25

Pub Date—Mar 79

Note—313p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 (08-YA-25, \$15.00)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, \*Educational Assessment, \*Energy, \*Health Education, National Surveys, \*Reading Comprehension, \*Test Items, \*Test Results, Young Adults

Identifiers—Adult Reading Mini Assessment (1977), Energy Knowledge Attitudes Mini Assessment (1977), Health Awareness Mini Assessment (1977), \*National Assessment of Educational Progress

This volume provides technical information and data on the knowledge, skills, and attitudes of American young adults, aged 17 and 26-35 years old. The three subjects chosen for this eighth year assessment were health (section 1), energy (section 2), and reading (section 3). (Science exercises were also administered in the survey, and will eventually be available on microfiche). The exercises are presented in numerical order within each section, and correct responses are indicated. Each exercise is followed by a page of administration/scoring data. The data provided include national and group percentages for only correct or acceptable answers in reading and health; energy data include percentages for all response categories. (Author/GK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 193 677

CS 205 946

Mead, Nancy A.

Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-08-SL-54

Pub Date—Sep 80

Note—12p.; Paper presented at the National Basic Skills Orientation Conference (Arlington, VA, September 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Research, \*Communication Skills, Elementary Secondary Education, Higher Education, Listening Skills, \*Oral Language, Speech Communication, \*Speech Curriculum, Speech Skills, \*Teaching Methods

Identifiers—National Assessment of Educational Progress

This paper provides an overview of relevant oral communication theory, research, and practice from a variety of sources, such as the fields of linguistics, psychology, speech communication, and education. It describes the nature of oral communication skills, including the similarities and differences between oral and written communication. It summarizes some of the research on the develop-

ment of oral communication skills and the effectiveness of instruction and training on development. Finally, it examines current educational practices and training in oral communication skills, indicates profitable directions for programs, and discusses available resources for developing oral communication programs. (RL) Primary type of information provided by report: Procedures (Conceptual).

ED 193 678

CS 205 947

Mead, Nancy A.

Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-08-SL-53

Pub Date—Nov 78

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 2-5, 1978).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, \*Educational Research, \*Listening Comprehension Tests, \*Listening Skills, \*Racial Bias, Secondary Education, \*Test Bias, Test Construction, \*Verbal Ability

Identifiers—National Assessment of Educational Progress

Two studies were conducted to assess the listening ability of 17-year-old students with particular interest in the relationship among listening ability, verbal ability, and racial/ethnic bias in the test items. The first study, a National Assessment of Educational Progress and Speech Communication Association pilot project, indicated that there was potential item bias based on minority ethnic group response. However, no real data on the students' verbal ability was available to substantiate possible explanations. In the second study, two packages of listening items, each approximately 35 minutes in length were developed, and a 25-item vocabulary test was administered to estimate verbal ability. Recording of the listening items was made by individuals using network English. The results indicated that there was a positive correlation between listening ability and verbal ability, suggesting that the differing responses of minority and nonminority students in the first study could be attributed to differing levels of verbal ability, rather than item bias. (MKM) Primary type of information provided by report: Procedures (Conceptual) (Exercise Development).

ED 201 692

UD 021 389

Holmes, Barbara J.

Black Students' Performance in the National Assessments of Science and Mathematics.



Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-SY-SM-50

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—47p.; Some tables may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Black Students, \*Classification, Course Content, Elementary Secondary Education, Mathematical Concepts, \*Mathematics, Performance Tests, \*Sciences, Scientific Concepts

Identifiers—\*National Assessment of Educational Progress

This study was conducted in order to identify some of the broad characteristics of achievement in science and mathematics by black students. A nationwide sample of nine, thirteen, and seventeen year old students was tested with a series of exercises that were developed to assess science and mathematics performance. The exercises were designed to probe both content and processes across several taxonomic levels. Findings indicated that, compared to the national average, black students as a group experienced problems in mathematics at all age levels, but these were accentuated by age seventeen. In science, a smaller overall gap in performance was found at age nine. This gap narrowed by age thirteen, but widened noticeably at age seventeen. The many tables of data included in this report indicate particular content areas and specific taxonomic levels at which black students experience difficulty. (MK) Primary type of information provided by report: Results (Special Analyses).

**ED 206 682** TM 810 579  
**Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-SY-RM-50

Pub Date—Aug 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—15p.; Small print in tables.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, \*Mathematics, \*Private Schools,

\*Public Schools, \*Reading Achievement, Socioeconomic Influences

Identifiers—National Assessment of Educational Progress

The performance of 9, 13, and 17 year old public and private school students, in reading and mathematics, was compared by analyzing data collected during the National Assessment of Educational Progress 1977-78 mathematics and 1979-80 reading assessments. Although results were averaged for the national population, separate data is available not only for the types of schools, but for region, race, sex, size and type of community. Mean national performance percentages indicate significant differences in favor of private schools in both reading and mathematics. After adjustment for the fact that schools serve unequal proportions of students from different socioeconomic background (by equating student populations for public and private schools), mean scores on the entire reading assessment differed three percentage points at age 9 and 13, and four points at 17 in favor of private schools. Differences in mathematics scores were statistically insignificant. It appears that on a national level: private schools perform better than public schools in reading and mathematics; the advantage may vary in different regions and for different student groups; and a significant portion of the advantage is accounted for by the different socioeconomic make-up of students attending private schools. Primary type of information provided by report: Results (Special Analyses). (Author/AEF)

**ED 216 050** TM 820 260  
**Kalk, John Michael And Others**

**A Closer Look at School Cutoff Dates and Achievement.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-AY-AA-52

Pub Date—Feb 82

Grant—NIE-G-80-0003

Note—11p.

Available from—National Assessment of Educational Progress 1860 Lincoln St., Suite 700, Denver, Co 80295 (\$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Failure, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, Learning Readiness, \*School Entrance Age, \*School Readiness, \*Sex Differences, \*White Students

Identifiers—\*National Assessment of Educational Progress

National Assessment of Educational Progress data in reading, mathematics, and science for Caucasian children were analyzed. Using regression analysis for three age groups, nine, thirteen, and seventeen year olds, a trend analysis was plotted. The changing achievement relationships between these students relative to their classmates and their

age of entry into first grade were studied. The data indicated superior performance for classes with an older combined mean age. The age of entry into first grade proved to be a critical factor in achievement levels. The authors suggest changing entrance cutoff dates from December, January, or February to September, October or November. Since achievement varies between boys and girls, separate cutoff dates were proposed. Clinical screening of students is recommended for critical male and female groups. Teachers' awareness of high risk ages might lead to multi-level instruction. Inadequate readiness is a potentially serious threat to a child's academic career. However, children whose entrance is delayed, although they might have been able to cope, may cause problems as restless high school seniors. Primary type of information provided by the report: Results (Secondary Analysis) (Interpretation). (DWH)

**ED 222 550** TM 820 703  
**How Have You Used National Assessment Materials? ... Responses from Six Educators.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-AY-UA-50

Pub Date—Sep 82

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—62p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Educational Assessment, \*National Programs, Program Evaluation, \*School Districts, User Satisfaction (Information), \*Use Studies

Identifiers—Kamehameha Schools HI, Kansas State University, Montana State University, Monterey Peninsula Unified School District CA, \*National Assessment of Educational Progress, Wisconsin (Whitefish Bay), Wyoming (Cheyenne)

The National Assessment of Educational Progress (NAEP) is an ongoing effort to obtain comprehensive and dependable data on national educational achievement. Reports and related assessment materials, such as assessment objectives and items used to measure achievement, have been developed to meet the needs and interests of educators. Several educators described their experiences using NAEP information to improve the learner's education experience. The NAEP model was used in the Kamehameha Schools of Hawaii for program evaluation. At Montana State University, National Assessment test items were used to survey knowledge, skills, and attitudes. NAEP sampling and data gathering procedures were adapted to surveys for use in doctoral research. Studies

of science learning and science-related studies were incorporated in research training programs on higher education at Kansas State University. The Cheyenne Mountain School District used NAEP statistics for comparison between their students and an advantaged-urban group. NAEP demonstrated its capability of working with local school districts. The utilization of National Assessment materials in the Monterey Peninsula Unified School District is described. Test items and statistical data were used as a resource for evaluating and updating curriculum, instructional materials, and teaching in the Whitefish Bay High School. Primary type of information provided by the report: Procedures (Utilization) (Conceptual); Results (Utilization). (DWH)

ED 223 658 TM 820 760

*Barrow, Kay. And Others*

**Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-SY-RWM-50

Pub Date—Mar 82

Note—69p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Gains, \*Basic Skills, \*Educational Assessment, Equal Education, \*Federal Programs, Mathematics Achievement, Reading Achievement, Secondary Education, \*Trend Analysis, Writing Skills

Identifiers—\*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) results indicate that most students understand the fundamentals of reading, writing and mathematics; and that achievement levels have remained stable across time for older students and may be improving for younger students, particularly in the areas of reading and writing. However, NAEP data suggest that curriculum still emphasizes instruction in component skills apart and separate from the application of these skills. Many students evidence difficulty with tasks requiring higher-order skills. Gains evidenced by younger students in groups traditionally considered disadvantaged are being accompanied by declines in groups usually considered advantaged. In particular, the older and better students do not appear to be keeping up with their counterparts in earlier assessments. In many instances, differences in performance may be decreasing, but overall performance is not improving. We may be attaining more equality in educational achievement in reading, writing and math-

ematics, but it appears to be at the expense of declining excellence. Primary type of information provided by the report: Results (Change) (Selective). (Author/PN)

ED 223 679 TM 820 808  
**Exploring National Assessment Data through Secondary Analysis.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89398-500-7; NAEP-AY-SA-50

Pub Date—Aug 82

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—31p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 (\$2.00).

Pub Type—Reports - Descriptive (141)—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Adults, \*Databases, \*Educational Assessment, \*Educational Research, Elementary Secondary Education, \*Federal Programs, Hypothesis Testing, \*Information Utilization, Research Projects, Student Evaluation

Identifiers—\*National Assessment of Educational Progress, \*Secondary Analysis

The content of the Public-Use Data Tapes of the National Assessment of Educational Progress (NAEP) is summarized and descriptions of recent research using the database are provided. Since 1969, NAEP has surveyed 9-, 13-, and 17-year-old students and occasionally young adults in assessments of achievement in art, career and occupational development, citizenship, literature, mathematics, science, writing and other learning areas. Over 400 national probability samples for approximately 2,500 respondents each are available, providing data on 150-250 variables. The format and content of the tape files are discussed. Focus areas for secondary research can be methodological, hypothesis- and model-testing, and descriptive or policy relevant studies. The summaries of research studies included briefly describe the researchers, affiliations, purposes, procedures, and results of their work. There are 23 summaries provided with availability information. Primary type of information provided by report: Results (Secondary Analyses). (QM)

ED 223 812 CE 034 272

*Gisi, Lynn Grover Forbes, Roy H.*

**The Information Society: Are High School Graduates Ready?**

Education Commission of the States, Denver, Colo.

Pub Date—Sep 82

Note—80p.

Available from—Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$3.00).

Pub Type—Reports - Research (143)—Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, Adolescents, Economic Development, Economic Progress, Educational Attainment, Educational Research, Education Work Relationship, \*Employment Potential, \*Employment Projections, Knowledge Level, Labor Force Development, \*Labor Needs, National Surveys, \*Relevance (Education), Secondary Education, \*Secondary School Students, Skills, Student Attitudes, Student Needs, Technological Advancement

Identifiers—National Assessment of Educational Progress

This report examines findings of the National Assessment of Educational Progress, which describes the educational attainments of today's youth, in combination with economic trends and future projections to reveal the shortcomings of students nationwide. The report begins with a description of three major economic trends within the United States: the displacement of goods by services, factors related to the growth in productivity, and the increase in foreign competition. Future employment projections are then presented that provide evidence of changing labor-force skills. National assessment results for 17-year-old students with both high- and low-level skills in reading, writing, mathematics, and science follow. Implications of these conclusions are then discussed: the 10 percent of students who are unable to perform basic skills represent hundreds of thousands of people and the percentage of students who achieve higher order skills is declining. The final two sections of the report explore problems confronting educators (changing definitions and diverse needs of students, educational responsibilities and relevance, curriculum and skills, institutional instructional technology, teacher shortages and training, accreditation issues, and joint education-industry responsibility and finance) and some actions currently proposed. Sample exercises from the National Assessment are appended. (YLB) Primary type of information provided by report: Results (Secondary Analyses).

ED 224 839 TM 830 038

*Brown, Rexford*

**National Assessment Findings and Educational Policy Questions.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-SY-CA-50

Pub Date—Dec 82

Grant—NIE-G-80-0003

Note—29p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$3.50)

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrators, \*Educational Assessment, \*Educational Policy, Elementary Secondary Education, Literature, Mathematics Education, \*National Programs, Outcomes of Education, Reading, Science Education, \*Test Results, Test Use, Writing (Composition)

Identifiers—\*National Assessment of Educational Progress

This paper addresses 11 commonly asked educational policy questions by referring to National Assessment of Educational Progress (NAEP) findings in five learning areas. The paper is organized for quick reference to the 63 findings, which are, in turn, indexed to the NAEP reports in which they originally appeared. Findings in reading, literature, mathematics, writing and science are described and interpreted with a view toward encouraging others to include assessment data more frequently in educational policy discussions. The primary audience for the paper is busy education leaders who do not have the time to read the full NAEP reports and can profit from a short overview within a policy framework. Primary type of information provided by the report: results (Summary) (Utilization). (Author)

ED 226 062

TM 830 105

**Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-AY-11S-50

Pub Date—Dec 82

Grant—NIE-G-80-0003

Note—17p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 (\$2.00).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, \*Educational Assessment, \*Educational Quality, Elementary Secondary Education, \*Federal Programs, Government Role, \*National Programs, \*Program Descriptions, Program Improvement

Identifiers—\*Educators, \*National Assessment of Educational Progress

Reports of declining test scores and high school graduates who can't read or compute have triggered a public demand for higher standards in education. In light of this demand, National Assessment re-examined its

role with respect to raising educational quality in this country. The National Assessment of Educational Progress (NAEP) asked seven educators to answer questions about NAEP's appropriate role regarding standards. (1) To what extent is there a desire to establish and raise standards in the United States? (2) What is the nature of the desire? (3) How are standards of educational achievement raised beyond that of minimum proficiency? (4) What roles should NAEP play in developing or setting educational standards at the national, state, and local levels? (5) What process should NAEP use to assure that elements important to particular learning areas be included? (6) What ways of organizing/structuring objectives would help facilitate raising educational standards? Their responses, synthesized in this paper, shed light on the nature of the public's desire for standards and on steps various communities are taking and provide recommendations on the part that the National Assessment should play. Primary types of information provided by report: Program Description (Program Goals). (Author/PN)

EJ 054 502

EA 502 394

Ahmann, J. Stanley

**The First Results**

Pub Date—Feb 72

Journal Cit—Compact; 6; 1; 13-17

Descriptors—\*Academic Achievement, \*Achievement Rating, \*Citizenship, Evaluation, \*Science Education, \*Writing Skills

Identifiers—National Assessment of Educational Progress

Discusses achievements in science, citizenship, and writing in National Assessment exercises. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

## c. GENERAL AND MISCELLANEOUS

ED 050 996 SE 012 008

Goodwin, Barbara. Ed.

National Assessment of Educational Progress, Volume 4 Number 3.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date—Jun 71

Note—24p.

Available from: National Assessment of Educational Progress, 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, \*Evaluation, \*National Surveys, Research, Science Tests, \*Scientific Concepts, \*Testing Programs, \*Writing Skills

Identifiers—Education Commission of the States CO, \*National Assessment of Educational Progress

The major part of the newsletter contains a summary of the results of the administration of tests in science and writing to students aged 9, 13, 17, and to adults 26 - 35 in all regions of the United States. The data are compared on the basis of regions (North East, South East, Central, and Western); sex of respondent and size of community (big cities, urban fringes, medium sized cities, and smaller places). Males of all ages performed better on the science tests, but females scored higher on the writing tests. The North East and Central regions performed at or above the national average for both sets of tests at all ages. The South East scores were lower than the national average for all ages and both tests. The Western region showed a less consistent pattern, with 17 year olds and adults performing better than the national average on both tests, 13 year olds below on both tests, and 9 year olds at the average for the science tests, but below for the writing. Large cities and "smaller places" respondents were above the national average, with the average for the urban fringe and medium-sized cities above average. The interpretations of a panel of reviewers are summarized, and the limitations of the results indicated. The newsletter also contains announcements about the organization of the project. (AL) Primary type of information provided by report: Results (Overview).

ED 067 394 TM 001 789

Womer, Frank B.

What Is National Assessment?

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Grant—OEG-0-9-080771-2468(508)

Note—56p.

Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (single copies \$2.00; orders of 10 or more, 20% discount)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Groups, Census Figures, \*Data Collection, Elementary School Students, \*Evaluation Methods, \*Measurement Instruments, Measurement Objectives, \*National Competency Tests, \*National Surveys, Secondary School Students, Standards, Student Characteristics, Surveys, Young Adults

Identifiers—\*National Assessment of Educational Progress

National Assessment is a plan for a systematic census-like survey of knowledges, skills, understandings, and attitudes designed to sample four age levels in ten different subject areas. It is an information-gathering program designed to provide both the educational community and the lay public with information about some of the direct outcomes of education as they are exhibited in students and young adults. The ten areas selected for assessment are Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Criteria of the National Assessment Committee in the setting of assessment of objectives include: (1) The objectives must be satisfactory goals for each subject area as seen by subject matter specialists; (2) The objectives must be ones which currently are accepted as goals of American education by most schools; and (3) The objectives must be ones which are acceptable to thoughtful lay adults as reasonable goals of American education. For related documents, see TM 001 793 and 797.) (Author/CK) Primary type of information provided by report: Program Description (Historical Background) (Operating Procedures) (Program Goals); Procedures (Conceptual).

ED 067 398 TM 001 793

Questions and Answers about the National Assessment of Education Progress.

National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date—Apr 72

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Elementary School Students, \*National Competency Tests, Secondary School Students, \*Student Evaluation, Tests, Young Adults

Identifiers—\*National Assessment of Educational Progress

Twenty-seven questions concerning the National Assessment of Educational Progress and their answers are provided in this pamphlet. (For related documents, see TM 001 789 and TM 001 797.) (DB) Primary type of information provided by report: Program Description (Operating Procedures) (Program Goals); Results (Utilization).

ED 068 513

TM 001 851

National Assessment Measuring American Education.

Education Commission of the States, Denver, Colo.

Pub Date—71

Note—36p.

Journal Cit—6 n1 Feb 1972

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Educational Objectives, Evaluation Criteria, \*Measurement Instruments, \*National Competency Tests, Periodicals, \*Program Effectiveness, \*Student Evaluation, Testing

Identifiers—\*National Assessment of Educational Progress

A selection of articles on National Assessment of Educational Progress, which measures American education, is presented with varying points of view. The introductory editorial reflects on the progress of National Assessment in measuring learning and in achieving its goal of sound rational decisions about the future of American education. The following articles deal with reasons for evaluating education, some values of assessment, industry as a consumer, the significance of National Assessment as compared to ordinary standardized tests, the first results, technical giants of the project, a layman's view, the possibility of changing American education, making the data work, trends in State assessment, and program support. Comments and quotes by individuals and publications about the program are also included. (LH) Primary type of information provided by report: Program Description (Program Goals); Procedures (Conceptual).

ED 073 007

SO 005 308

National Assessment of Educational Progress, Newsletter, Volume 5, Number 7.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—Nov 72

Note—8p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accountability, Citizenship, \*Educational Objectives, \*Evaluation, Literary Criticism, \*Newsletters, Reading Ability, Reading Comprehension, Reading Skills

Identifiers—\*National Assessment of Educational Progress

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which pro-



vides data to measure student knowledge, skills and understandings in ten subject-matter areas. The lead article provides findings from a recent report entitled "Reading Rate and Comprehension" which showed that there are few rapid readers with good comprehension; and, there is a pattern of slow readers with poor comprehension. Other articles preview a literature report assessing literary understanding to be released in December, 1972; describe the National Assessment Exercise Development Department, and reflect on the revised citizenship objectives for the 1973 assessment. Brief information is included on contract bids awarded for 1974, and an announcement of the Social Science Education Consortium plans for an interpretative report of citizenship goals data. Lastly, publications available through the NAEP office are listed. Those interested in receiving the free newsletter should get on the mailing list. A related document is ED 050 996. (SJM) Primary type of information provided by report: Results (Overview).

ED 106 399

UD 015 135

*Herman, Magdalen*

**A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.**

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress.

Pub Date—Mar 75

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Civics, \*Community Characteristics, Educational Assessment, Elementary School Students, Language Skills, \*Longitudinal Studies, Mathematics Education, \*National Surveys, Reading Achievement, Science Education, Social Studies, \*Socioeconomic Influences

Identifiers—\*National Assessment of Educational Progress

How do size of communities and varying socioeconomic levels affect educational success? Is there a relationship between these factors and success in learning? This report is an attempt to look at National Assessment findings over the first four years, beginning in 1969 and ending in 1973. The National Assessment of Educational Progress is an information gathering project which surveys the educational attainments of 9, 13, 17 and 26 to 35-year olds in 10 learning areas. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science for the second time, the fourth year, or 1972-1973. In other words, change data were first reported in science and appeared in print in March 1975. Looking at results for the various sizes and types of communities

(STOC groups) National Assessment considers in its reports. Some evidence can be found of persistent patterns of educational attainment. The results in the area of reading are most indicative and underlie all other learning areas. Classification into type of community was based on occupation and place of residence, plus information about communities in which the respondents lived or attended school, but not about the individual. (Author/JM) Primary type of information provided by report: Results (Subgroup).

ED 113 381

TM 004 880

*Johnson, Simon S.*

**Update on Education: A Digest of the National Assessment of Educational Progress.**

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date—75

Note—157p.

Available from—Education Commission of the States, 1866 Lincoln St., Suite 300, Denver, Colorado 80203 (\$5.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Academic Achievement, Adults, Citizenship, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, Geographic Regions, Literature, Music, \*National Surveys, Parent Background, Racial Differences, Reading, Sciences, Sex Differences, Social Studies, \*Test Results, Writing (Composition)

Identifiers—\*National Assessment of Educational Progress

Since 1969, the National Assessment of Educational Progress (NAEP) has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. Individuals were selected for examination so that the levels of achievement they demonstrated would be representative of the achievement of the entire country. Individuals were selected from four age levels—nine, 13, 17 and 26 through 35—which correspond to four key stages in the education of most individuals: the end of primary school, junior high school, high school and a few years past the end of formal schooling. The individuals were also classified according to region of the country, sex, race, parental education and size and type of community to provide additional information about types of schools and students. Achievement levels of young Americans in seven assessment areas are described in this volume—science, social studies, music, literature, reading, writing, and citizenship. Results of the seven assessments indicate that there are serious disparities in the achievement levels of various groups within

## CITATIONS

the nation. The results indicate the degree of that disparity. (RC) Primary type of information provided by report: Results (Summary).

ED 135 701

TM 004 976

*Mullis, Ina V. S.*

**Educational Achievement and Sex Discrimination.**

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—75

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Age, Citizenship, \*Educational Assessment, Elementary Secondary Education, Mathematics, Nondiscriminatory Education, Performance Factors, Reading, Sciences, \*Sex Differences, \*Sex Discrimination, Socialization, Social Sciences, Social Studies

Identifiers—\*National Assessment of Educational Progress

In the past years the National Assessment of Educational Progress (NAEP) has released results from a variety of learning areas. The purpose of this paper is to point out male-female differences in achievement across several learning areas. Hopefully, the results discussed here will be used as a basis for examining the possible existence of social and curriculum biases in these areas. Female and male performance in social sciences, mathematics, and science are nearly equal at age nine, but very different by adulthood. For example, at age nine, both sexes do equally well on numerical operation, geometry, and measurement, while males have a substantial advantage by adulthood. Since females have been found to read and write better than males, skills prerequisite for academic achievement, the superiority of males in social sciences, math, and science needs further explanation. It is hypothesized that females do not excel in political areas because social studies classes make it clear that females have not been actively involved in their countries' political decisions. No explanation is offered for why females are less able than males to answer questions concerning the location of the Great Lakes, the source of government revenues, and the purpose of the European Common Market. It is concluded that as sex barriers are lifted, females will be given the opportunity to reach their full potential. (BJG) Primary type of information provided by report: Results (Sex).

ED 117 133

TM 004 909

*Herman, Magdalen, Comp.*

**Male-Female Achievement in Eight Learning Areas: A Compilation of Selected As-**

## CITATIONS

## Assessment Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons. Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[75]

Note—61p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Age, Citizenship, \*Comparative Analysis, Data Analysis, Data Collection, \*Educational Assessment, Elementary Secondary Education, Literature, Mathematics, Music, \*National Surveys, Reading, Sciences, \*Sex Differences, Sex Discrimination, Social Studies, Student Attitudes, Tables (Data), Writing (Composition)

Identifiers—\*National Assessment of Educational Progress

Results of the National Assessment of Educational Progress are examined in the context of male and female differences. Considered are the first four years, beginning in 1969 and ending in 1973. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science, for the second time, the fourth year, or 1972-73. In other words, change data were first reported in science and appeared in print in March 1975. Focusing only on sex differences, the results throughout the four age levels present questions and cause speculation about the educative process, the methods, time allotment and emphasis. Some may conclude that learning opportunities are not equal for both boys and girls in the majority of schools. Some may conclude that interest is lower among boys than girls, or the reverse, in a particular learning area. The experience of the reader will facilitate in interpretation of the findings presented here. (Author/BJG) Primary type of information provided by report: Results (Sex).

measure changes in their educational achievement over time. Several learning areas are monitored: reading and literature, writing, mathematics, science, social studies and citizenship, art, music, and career and occupational development. Each area is assessed every four to eight years through representative sampling of students and non-students at ages nine, thirteen, seventeen, and from twenty-six to thirty-five. National results are reported for each age group by region, sex, race, size and type of community, and level of parental education. Technical reports are prepared for use by the public, by policy makers, and by practitioners. Currently an effort is underway to increase the utilization of the information provided by the National Assessment program, which can be used directly or indirectly at several levels of program planning. This document describes several typical and possible uses for the assessment products available through the program. (Author/PGD) Primary type of information provided by report: Program Description (Program Goals) (Publications); Procedures (Utilization).

EJ 045 703

EA 502 001

Assessment Programs—Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5

Pub Date—71

Journal Cit—Compact-Special Issue; 5; 16

Descriptors—Achievement, Discussion, \*Educational Improvement, \*Educational Objectives, \*Intelligence, \*National Norms, \*Public Policy

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 189 731

EA 012 878

Forbes, Roy H.

National Assessment: Policy Decision Information.

Pub Date—8 Apr 80

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type— Speeches/Meeting Papers (150)  
— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, Educational Planning, Elementary Secondary Education, National Programs

Identifiers—\*National Assessment of Educational Progress

The purpose of the National Assessment of Educational Progress is to determine what young Americans know and can do, and to

## **B. Publications About NAEP from Non-ECS/NAEP Sources**

### **1. Specific Assessments**

#### **a. ART**

##### **(1) First Assessment**

##### **(d) Results**

EJ 130 364

SP 504 140

*Wilson, Brent*

**National Assessment and the Future of Art  
Education**

Pub Date—Apr 75

Journal Cit—Peabody Journal of Education;  
52; 3; 213-15

Descriptors—\*Art, Art Activities, Art Ap-  
preciation, \*Art Education, \*Educational  
Objectives, National Surveys

Identifiers—First Art Assessment (1975).

\*National Assessment of Educational Pro-  
gress

This article discusses the implications of the  
National Assessment in art and its possible  
influence on the evaluation of art teaching  
and research in art education. (RC) Aspect of  
National Assessment (NAEP) dealt with in  
this document: Results (Interpretation).

## b. CAREER AND OCCUPATIONAL DEVELOPMENT

### (1) First Assessment

#### (b) Assessment Instrument

**ED 182 320** TM 009 978  
Muratti, Jose E. And Others  
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.  
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—CASE-06-79  
Pub Date—Jul 79  
Grant—NIE-G-78-0057  
Note—91p.; Appendices marginally legible  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—\*Career Development, Criterion Referenced Tests, Educational Assessment, Educational Objectives, Elementary Secondary Education, National Competency Tests, \*Spanish, Spanish Americans, \*Spanish Speaking, \*Test Construction, Testing Problems, Testing Programs, Test Items, Test Results, \*Translation, Young Adults  
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress, Test Equivalence  
A parallel Spanish edition was developed of released objectives and objective-referenced items used in the National Assessment of Educational Progress (NAEP) in the field of Career and Occupational Development (COD). The Spanish edition was designed to assess the identical skills, attitudes, concepts, and knowledge of Spanish-dominant students ages 9, 13, and 17 as those measured by the NAEP English edition. The Spanish edition was to be used for field testing and validation; equivalent Spanish-language instructions for administration and scoring were also developed. It was designed to be linguistically compatible for children of both Caribbean and Mexican-American origin. Suggested uses of the validated Spanish edition included: (1) assessing the occupational and career awareness needs of Spanish-dominant students; (2) providing teachers and counselors with related objectives and criterion referenced items; (3) testing a national sample of Spanish-dominant students, and comparing norms with Hispanic surnamed students who took the English form of the NAEP; and (4) demonstrating a means of producing Spanish and other-language editions in other content areas. (Appendices include results of Puerto Ricans and Mexicans/Chicanos on the NAEP's COD items, analyzed by geographic region, sex, and size of city. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

### (c) Procedures

**EJ 099 002** CG 507 220  
Belcher, Robbie A. Wurtz, Robert E.  
The Past is Pertinent  
Pub Date—Jun 74  
Journal Cit—Vocational Guidance Quarterly; 22; 4; 263-266  
Descriptors—\*Career Development, Career Planning, \*Educational Objectives, \*History, \*Needs  
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress  
The past is viewed against the context of the present through early writings relevant to the 1971 Career and Occupational Development Objectives of the National Assessment of Educational Progress. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Objectives Development).

### (d) Results

**ED 147 490** CE 013 364  
Katz, Martin F. And Others  
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.  
National Advisory Council for Career Education, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Mar 77  
Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01782-2)  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC15 Plus Postage.  
Descriptors—Adults, \*Age Groups, Career Awareness, \*Career Development, \*Career Education, Career Planning, Cross Sectional Studies, Decision Making, \*Educational Objectives, Grade 4, Grade 8, Grade 12, Individual Characteristics, Job Skills, National Surveys, Needs Assessment, Program Development, Skill Development, Student Needs, Vocational Education, \*Work Attitudes  
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress  
One in a series of five publications reporting the results of a national career development needs study of four different age levels, this document presents a cross-sectional study of the data collected from samples of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35). An overview describing the assessment procedures, objectives, survey, subpopulations included, summary of the results, and possible uses of the career development needs series precedes a cross-sectional analysis of the data based on the following five objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, practice effective work habits, and have positive atti-

tudes toward work. Statistical tables are also included. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**ED 147 497** CE 013 414  
Miller, Juliet V.  
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.  
National Advisory Council for Career Education, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Aug 77  
Note—97p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01788-1)  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Age, Age Groups, Career Awareness, \*Career Development, Career Education, Career Planning, Decision Making, \*Educational Objectives, Educational Research, Elementary Education, \*Grade 4, Job Skills, National Surveys, Needs Assessment, Program Development, \*Program Improvement, Skill Development, \*Student Needs, \*Test Results, Vocational Education, Work Attitudes  
Identifiers—\*Age 9, First Career Occup Develop Assess (1974), National Assessment of Educational Progress  
Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of nine-year olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of nine-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**ED 147 498** CE 013 415  
Aubrey, Roger F.  
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.  
National Advisory Council for Career Education, Washington, D.C.  
Spons Agency—Office of Education



(DHEW), Washington, D.C.

Pub Date—Aug 77

Note—157p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01790-3)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Advisory Committees; Age, Age Groups, Career Awareness, \*Career Development, Career Education, Career Planning, Decision Making, \*Educational Objectives, \*Grade 8, Job Skills, Junior High Schools, National Surveys, Needs Assessment, Program Development, \*Program Improvement, Secondary Education, Skill Development, \*Student Needs, \*Test Results, Vocational Education, Work Attitudes

Identifiers—\*Age 13, First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of thirteen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 455

CE 013 416

Westbrook, Peter W.

**Career Development Needs of Adults: How to Improve Career Development Programs.**

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—72p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01787-3)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adults, Adult Students, Age, Age Groups, \*Career Development, Career

Planning, Decision Making, Educational Needs, \*Educational Objectives, Job Skills, National Surveys, Needs Assessment, Program Development, \*Program Improvement, Skill Development, \*Test Results, Vocational Education, Young Adults

Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of adults (ages 26-35) is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under three broad objectives: prepare for making career decisions; improve career and occupational capabilities; and possess skills that are generally useful in the world of work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 555

CE 013 864

Mitchell, Anita M.

**Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.**

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Note—216p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Age, Age Groups, Career Awareness, \*Career Development, Career Education, Career Planning, Decision Making, \*Educational Objectives, Educational Research, \*Grade 12, High Schools, Job Skills, National Surveys, Needs Assessment, Program Development, \*Program Improvement, Skill Development, \*Student Needs, Test Results, Vocational Education, Work Attitudes

Identifiers—\*Age 17, First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of seventeen-year-olds is

presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on the career development needs of seventeen-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 159 456

CE 017 992

Gottfridson, Linda S.

**Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—254

Pub Date—Jul 78

Grant—NIE-G-78-0210

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Affirmative Action, \*Blacks, Business, Career Choice, Elementary Secondary Education, \*Females, Labor Market, National Surveys, \*Occupational Aspiration, Postsecondary Education, Racial Balance, \*Racial Differences, Self Evaluation, \*Sex Differences, Sex Role, Socialization, Stereotypes, Values

Identifiers—Entrepreneurship, First Career Occup Develop Assess (1974), National Assessment of Educational Progress, Occupational Segregation

A study was conducted to examine race and sex differences in occupational aspirations and the role of these differences in perpetuating under- or overrepresentation of women and blacks in different occupations. The underrepresentation of women, especially blacks, in all levels of entrepreneurial jobs was stressed since these jobs constitute a large proportion of all jobs and pay better for less education than other fields. Data from the National Assessment of Educational Progress regarding occupational aspirations, values, and self-reported competencies of thirteen-year-olds, seventeen-year-olds, and adults aged twenty-six to thirty-five were used to examine race and sex differences in orientation to particular types of occupations. Based on these results, speculations were presented about how people adjust their occupational goals in ways that help perpetuate occupational segregation. The following five principles were formulated: (1) society-wide stereotypes about good jobs are mirrored in

the occupational aspirations of children; (2) stereotypes about occupations appropriate for men are different from those for women; (3) these stereotypes are largely the same for all racial and ethnic groups; (4) as children go through adolescence their aspirations become more realistic; (5) and the races and sexes adjust their aspirations towards different sets of occupations. The data implied that strategies to decrease occupational segregation by decreasing educational handicaps will not eradicate all important differences and recommended that more attention be devoted to understanding the socialization processes that lead the races and sexes to seek different jobs. (Author/BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 163 841

CE 506 617

*Ahmann, J. Stanley***Assessing Job Knowledge and Generally Useful Skills of Young Americans**

Pub Date--Spr 77

Journal Cit--Journal of Vocational Education Research; 2; 2; 1-15

Descriptors--Achievement Rating, \*Adolescents, \*Career Development, \*Children, \*Educational Assessment, Educational Research, Job Skills, National Competency Tests, \*Skill Development, \*Young Adults

Identifiers--First Career Occup Develop Assess (1974), National Assessment of Educational Progress, United States

Discusses data collection and presents data analysis of NAEP's (National Assessment of Educational Progress) career and occupational development (COD) assessment, designed to determine how knowledgeable young Americans are about the work of the world and how well developed their basic skills (needed to obtain almost any job) are. (SH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

## c. CITIZENSHIP

## (1) First Assessment

## (a) Program Description

ED 088 749 SO 007 098

Taylor, Bob L.

The National Assessment Model.

Pub Date—[74]

Note—14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Behavioral Objectives, \*Citizenship, \*Data Collection, \*Educational Assessment, Educational Research, Educational Testing, Evaluation, Evaluation Methods, \*National Surveys, Program Descriptions, Program Effectiveness, Research Methodology, Research Utilization, Sampling, School Surveys, Writing Exercises  
Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

The National Assessment is a plan for a systematic survey of knowledges, skills, understandings, and attitudes. The development of citizenship assessment described in this paper typifies the processes undergone for each subject-art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Of the following developmental components, emphasis has been placed on the first five, although the last two are now receiving greater attention: 1) development of objectives with the participation of educators and laymen; 2) development of exercises based on the objectives and representing various techniques and levels of difficulty; 3) determination of a probability population sample representing region, size of community, and socioeconomic status; 4) administration of the exercises to the sample of 9-, 13-, and 17-year olds and an adult group aged 26-35; 5) scoring and analysis of the exercises by machine and trained evaluators; 6) reporting and dissemination; and 7) utilization. Components 6 and 7 describe the census-like reporting of data without interpretation. National Assessment produced data based on a broad range of objectives from higher cognitive levels to the affective domain and not simply on factual knowledge. (JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

## (c) Procedures

ED 071 982 SO 005 310

Fox, Karen F. A.

The National Assessment of Citizenship:

Implications for Social Studies Research.

Pub Date—Nov '72

Note—15p.; Paper presented at meetings of the National Council for the Social Studies, Boston, Mass., November 21, 1972

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, \*Citizenship, Educational Objectives, Measurement Objectives, Models, \*Research, \*Social Studies

Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

In this paper the National Assessment of citizenship's objectives, procedures, exercises, and findings are considered as a source of implications for further research in the area of social studies. First, the methodology of National Assessment can be used as a model for developing objectives, and for devising exercises to measure attainment of social studies objectives. Social studies curricula now depend highly upon standardized tests which compare each student with the average performance of all students, emphasize the average range, and require each respondent to answer all items. In contrast, National Assessment instruments are criterion-referenced, measuring the performance of groups of students, are geared to the ability of the high, average, and low student, and employ a sampling matrix. Secondly, the materials and exercises are available to researchers and have application to other areas in the social studies. Lastly, National Assessment data at their disposal, social studies researchers can interpret, apply and extend the findings in numerous ways. (SJM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

## (d) Results

ED 093 906 TM 003 721

Taylor, Bob L.

Potential Uses of the National Assessment

Model at the State and Local Levels.

Pub Date—[Apr 74]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Accountability, \*Citizenship, Curriculum Development, \*Educational Assessment, Information Dissemination, \*Models, National Surveys, Objectives, \*School Districts, \*State Programs, Testing Programs, Use Studies

Identifiers—First Citizenship Assessment (1970), \*National Assessment of Educational Progress

The model used by National Assessment for data gathering and reporting on the Citizenship area is described, and the potential uses of the model for state and local assessment, curriculum development, and accountability purposes are discussed. The study was carried out using papers and reports from the National Assessment of Educational Progress, Denver office, and state reports on adaptations of the model for state assessment needs. Adaptations of the model for curriculum development were identified, and, finally, adaptations of the model for accountability purposes were suggested and discussed. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ment: Results (Utilization).

EJ 096 958

SO 502 836

Williams, Barbara I. Gilliard, June

One More Time: NAEP and Blacks

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 422-424

Descriptors—\*Blacks, Citizenship, \*Educational Assessment, National Surveys, Performance Factors, \*Racial Differences, Racial Discrimination, Social Studies

Identifiers—First Citizenship Assessment (1970), National Assessment of Educational Progress

NAEP results further confirm that "effective citizenship" is different for Black and non-Black populations. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## (2) Second Assessment

## (b) Assessment Instrument

EJ 170 626

SO 505 939

Massey, Don van Manen, Max

Objectives for Citizen Education

Pub Date—W 78

Journal Cit—History and Social Science Teacher; 13; 2; 77-9

Descriptors—Citizenship, Citizenship Responsibility, \*Civics, \*Comparative Analysis, \*Comparative Education, \*Educational Objectives, Elementary Secondary Education, Social Studies, Student Responsibility

Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Identifies and compares objectives of citizen education as defined by the National Education Association, the National Assessment of Educational Progress, and an international study of civic education in ten countries. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

## (d) Results

ED 179 470

SO 012 183

Jones, Ruth S.

Democratic Values and Pre-Adult Virtues:

Tolerance, Knowledge and Participation.

Date—79

Note—35p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 30-September 3, 1979)

Pub Type—Speeches/Meeting Papers (150)  
—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Age Groups, Attitude Change, Behavioral Science Research, Beliefs, \*Citizen Participation, Citizenship, \*Democratic Values, Elementary Secondary Education, \*Knowledge Level, \*Political Attitudes, \*Political Socialization, Politics, Questionnaires, Speeches, Student Attitudes, Surveys, \*Youth

Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Two political socialization issues were explored for 9-, 13-, and 17-year-old youth. The first issue was the extent to which there is a general orientation among American youth toward tolerance. The second issue was the relationship of tolerance among youth to political knowledge and orientation to political participation. A major objective of the study was to add information based on a national sample to the profile of political orientations of American youth. The inquiry was based on secondary analysis of 1976 National Assessment of Educational Progress (NAEP) data. From 1,800 to 2,000 youth in each age group were asked questions about tolerance attitudes, including should women run for public office? should atheists be allowed to vote? and should citizens be allowed to criticize the government? Youth in the nine-year-old group were asked simple picture-related questions of a similar nature. Statistical analysis of responses for all age groups indicated that there is modestly strong lip service given to general principles of equity and tolerance of diversity but severely constrained application of these general rules to both specific groups and activities. Questions asked at each age level are included and tables are presented which detail responses to specific questions within each age group. (DB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 191 759

SO 012 780

Jones, Ruth S.

News Media and Politicization: American Youth 1969-1975.

Pub Date--79

Note--27p.

Pub Type-- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors--\*Adolescents, Attitude Change, Attitude Measures, Data Analysis, Information Dissemination, Journalism, Junior High School Students, \*Longitudinal Studies, \*National Surveys, \*News Media, Opinions, \*Political Socialization, Radio, Secondary Education, Television

Identifiers--National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This document discusses a study undertaken to analyze news media usage among 13- and 17-year-old students. Specifically, television, radio, and newspaper attention levels are assessed and interest in news topics are compared with topics of interest to teenagers during the Vietnam-Watergate era. The objective is to provide information on the impact of the media on the politicization of American youth. Data are derived from secondary analysis of national surveys undertaken by the National Assessment of Educational Progress in 1969 and 1975. More than 2,000 13-year-olds and 2,000 17-year-olds were included in each sample. Measures of news media usage included having a television and/or radio at home, having listened to or watched news yesterday, remembering anything from the program,

having read the newspaper yesterday, and remembering any news. Findings indicated that by 1975, American youth of both age groups watched less TV news and read fewer newspapers than their age cohorts in 1969. In addition, although news media usage decreased during this period, individuals who used the news media in 1975 were as likely to recall news topics of interest as media users in 1969. It was also found that no single media dominated adolescents' attention in 1975 and that the linkage between television news and information levels was slightly stronger than the linkages between information levels and the other media. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 181 501

EA 509 973

Mehlinger, Howard

The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76

Pub Date--Jun 78

Available from--Reprint Available (See p. vii): UMI

Journal Cit--Phi Delta Kappan; 59; 10, 6/6-8

Descriptors--Elementary Secondary Education, Government (Administrative Body), Knowledge Level, \*Political Attitudes, \*Public Affairs Education, Students

Identifiers--\*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Results showing the decline in students' attitudes and knowledge about government is focusing attention on the question of whether American youth are receiving an appropriate citizen education. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 205 735

UD 507 120

Jones, Ruth S.

Changes in the Political Orientations of American Youth: 1969-1975.

Pub Date--Jun 79

Journal Cit--Youth and Society; v10 n4 p335-59 Jun 1979

Pub Type-- Journal Articles (080) -- Reports - Research (143)

Descriptors--\*Age Differences, \*Attitude Change, Citizen Participation, Participation, \*Political Attitudes, Political Issues, \*Political Socialization, \*Racial Differences, \*Sex Differences

Identifiers--National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Longitudinal data from a national sample of students ages 9, 13, and 17 are used to study the levels of political knowledge and participation among American youth. Changes in these levels from 1969 to 1975 are examined. (Author/MC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Interpretation).

EJ 232 150

513 421

Martin, Wayne H.

Citizenship Result: Assessment

Pub Date--Oct 80

Available from--Re

Journal Cit--Educational Leadership; v38 n1 p39-40 Oct 1980

Pub Type-- Journal Articles (080) -- Reports - Research (143) -- Opinion Papers (120)

Descriptors--\*Citizenship, \*Educational Assessment, Elementary Secondary Education, \*Political Attitudes, \*Politics, \*Scores Identifiers--National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Data collected by the National Assessment of Educational Progress (NAEP) on 9-, 13-, and 17-year olds for two periods of time show a decline on items dealing with political knowledge and attitudes; but a gain in ability to describe ways to avoid future wars. (Author/MLF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).



## d. LITERATURE

## (1) First Assessment

## (c) Procedures

EJ 130 872 CS 706 927  
*Grindstaff, Faye Louise*

The National Assessment of Literature: A Review

Pub Date—Spr 75

Journal Cit—Research in the Teaching of English; 9; 1; 80-97

Descriptors—Critical Reading, \*Educational Research, Elementary Secondary Education, \*English, Literature, \*Literature Appreciation, Research Design, \*Research Methodology, Research Reviews (Publications), Research Utilization

Identifiers—First Literature Assessment (1971), \*National Assessment of Educational Progress

The research methodology of the National Assessment of Educational Progress reports on Literature Achievement is critiqued. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

\*Reading Instruction, Reading Readiness, Writing Evaluation, \*Writing Instruction, Writing Processes, Writing Readiness

Identifiers—National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

In response to the decline in thinking, reading, and writing skills, as indicated by the latest report of the National Assessment of Educational Progress, this paper offers elementary school teachers one framework for a classroom writing program to cultivate a reading-writing-thinking connection. Based on six categories of B. Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation), each segment of the model is accompanied by intended student behaviors and model writing activities. Writing activities for prereading are also provided, along with suggestions for evaluation of children's written work and hints to help make the handling of papers more manageable. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

## (d) Results

EJ 093 925 AA 517 966

*Johnson, Simon S.*

How Students Feel About Literature

Pub Date—Apr 74

Journal Cit—American Education; 10; 3; 6-10

Descriptors—Black Youth, Data Collection, Diagrams, \*Literature Appreciation, \*National Surveys, Novels, \*Reading Interests, Sampling, \*Student Attitudes

Identifiers—First Literature Assessment (1971), National Assessment of Educational Progress

National Assessment of Educational Progress. Their reading skills aside, young Americans not only attach great importance to studying literature but are remarkably avid readers. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## (2) Second Assessment

## (d) Results

ED 208 374 CS 006 326  
*Nordberg, Beverly*

The Reading-Writing-Thinking Connection.

Pub Date—Sep 81

Note—15p.; Paper presented at the Meeting of the Fall Conference of the Wisconsin State Reading Association (Stevens Point, WI, September 11-12, 1981).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavioral Objectives, \*Cognitive Processes, Elementary Education, \*Integrated Activities, Learning Activities,

## e. MATHEMATICS

## (1) First Assessment

## (a) Program Description

EJ 036 445 SE 503 063

Foreman, Dale I. Mehrens, William A.

National Assessment in Mathematics

Pub Date—Mar 71

Journal Cit—Mathematics Teacher; 64; 3; 193-199

Descriptors—\*Academic Achievement.

\*Evaluation, Longitudinal Studies. \*Mathematics. \*Mathematics Education

Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

A report of the development of objectives and exercises in the mathematics area of the National Assessment of Educational Progress that has taken place between 1964 and the present. (FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

## (d) Results

ED 115 512 SE 019 986

Overview and Analysis of School Mathematics, Grades K-12.

Conference Board of the Mathematical Sciences, Washington, D.C. National Advisory Committee on Mathematical Education.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date—75

Note—172p.

Available from—Conference Board of the Mathematical Sciences, 2100 Pennsylvania Avenue, N.W., Suite 832, Washington, D.C. 20037 (Single copies available upon request)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Advisory Committee on Curriculum, Educational Change, Planning, Elementary Secondary Education, Evaluation, \*Instruction. \*Mathematics Education, \*Reports

Identifiers—Conference Board of the Mathematical Sciences, First Mathematics Assessment (1973), NACOME, \*National Advisory Committee on Math Education, National Assessment of Educational Progress

By appointment of the Conference Board of the Mathematical Sciences, a committee was established to investigate the status of mathematical education at the pre-college levels. Drawing on the data gathered and published by the National Assessment of Educational Progress, the National Center for Educational Statistics' survey of course offerings and enrollments at public secondary schools, and the American Institutes for Research's survey concerning computing activities in secondary education, as well as the committee's own studies of statewide objective and testing programs and of elementary school curricula and instruction, the report addresses a broad

spectrum of issues. Chapters of the report are devoted to a summary and analysis of the curricular reforms during 1955-1975, identification and discussion of current curricular emphases, analysis of alternative instructional situations and patterns, discussion of teacher education, and statement of recommendations for policy changes as well as for research and development. Two overriding policy recommendations advocate the avoidance of dichotomizing mathematics (e.g., "old" vs. "new") and the commitment to quality mathematical education for all. Suggestions concerning curriculum, teacher education, evaluation, and research are presented in detail. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 156 443 SE 024 350

Carpenter, Thomas And Others

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—78

Note—140p.; Report from the NCTM Project for Interpretive Reports on National Assessment

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$5.50 nonmembers, \$4.95 members; Discounts on quantity orders; All orders totaling \$20.00 or less must be accompanied by payment; There is a \$1.00 service charge on cash orders totaling less than \$5.00)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Data Analysis, \*Educational Assessment, \*Educational Research, Elementary Secondary Education, Evaluation, \*Mathematics Education, Statistical Data, \*Testing, Test Interpretation

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress, National Council of Teachers of Mathematics

This monograph is a comprehensive presentation and discussion of the 1972-73 National Assessment mathematics data. It is a report from the National Council of Teachers of Mathematics Project for Interpretive Reports on National Assessment. The report examines data from four age groups (nine, thirteen, seventeen, and adult) and evaluates performance in a number of content areas including: number and numeration concepts, arithmetic computation, algebra, geometry, measurement, consumer mathematics, trigonometry, sets and logic, exponents, and probability. (MN) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 163 026 TM 007 844

Wong, Shirley M.

A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20. Educational Research Inst. of British Columbia, Vancouver.

Pub Date—15 Jun 78

Grant—ERIBC-DG-154

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Arithmetic, \*Basic Skills.

\*Consumer Education, Foreign Countries, High Schools, Item Analysis, \*Mathematics, \*National Competency Tests, Testing Programs, Urban Schools

Identifiers—British Columbia (Vancouver), Canada, First Mathematics Assessment (1973), National Assessment of Educational Progress

Canadian students on the verge of completing their secondary education were tested to determine their proficiency in solving consumer-related mathematics problems that might be frequently encountered in their post-secondary everyday life. Their proficiency was rated as very good in basic computation and use of tables; satisfactory in comparison pricing; weak in percentages; and very weak in calculation of gross pay using a time card, and reconciliation of checkbook and bank statement. Although these findings indicate greater proficiency than was reported by the National Assessment of Educational Progress in the United States in 1972-1973, and the Learning Assessment Program in Mathematics in British Columbia in 1977, the author indicates that a higher level of proficiency might have been expected when over 80% of the students surveyed had completed eleven years of mathematics instruction. Placing more emphasis on the teaching of personal finance skills is recommended. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 090 172 SE 510 243

Martin, Wayne H. Wilson, James W.

The Status of National Assessment in Mathematics

Pub Date—Jan 74

Journal Cit—Arithmetic Teacher; 21; 1; 49-53

Descriptors—\*Achievement, Educational Research, Educational Status Comparison, \*Evaluation, Formative Evaluation, \*Longitudinal Studies, \*Mathematics Education, Test Construction, Testing

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 126 740 SE 514 760

Carpenter, Thomas P. And Others

Results and Implications of the NAEP Mathematics Assessment: Secondary School

Pub Date—Oct 75

Journal Cit—Mathematics Teacher; 68; 6; 453-470

Descriptors—Algebra, Geometry, \*Mathematics Education, Measurement, Number Concepts, \*Research, Secondary Education, \*Secondary School Mathematics, \*Testing Programs, \*Test Results

Identifiers—First Mathematics Assessment

(1973), \*National Assessment of Educational Progress

The results of the first report on the mathematical abilities of 13 and 17 year-olds by the National Assessment of Educational Progress (NAEP) are summarized and interpreted. A similar article for elementary school mathematics appears in SE 514 769 (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 126 749 SE 514 769  
Carpenter, Thomas P. And Others  
Results and Implications of the NAEP Mathematics Assessment: Elementary School

Pub Date—Oct 75

Journal Cit—Arithmetic Teacher; 22; 6; 438-450

Descriptors—Elementary Education, \*Elementary School Mathematics, Geometry, \*Mathematics Education, Measurement, National Surveys, Number Concepts, \*Research, \*Testing Programs, \*Test Results  
Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

The results in the first report on the mathematical abilities of 9- and 13-year-old students by the National Assessment of Educational Progress are summarized and interpreted. A similar report on secondary school mathematics students appears in SE 514 760. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 126 756 SE 514 776  
Carpenter, Thomas P. And Others  
Notes from National Assessment: Basic Concepts of Area and Volume  
Pub Date—Oct 75  
Journal Cit—Arithmetic Teacher; 22; 6; 501-507

Descriptors—\*Curriculum, Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, \*Instruction, Mathematics Education, Research, \*Research Utilization, Test Results  
Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Results of National Assessment problems on area are used to highlight the difficulties elementary students have with area and volume concepts. Recommendations for instruction include the provision for substantial practice with coverings before the introduction of computational short-cuts. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 128 372 SE 515 070  
Carpenter, Thomas P. And Others  
Notes from National Assessment: Perimeter and Area

Pub Date—Nov 75

Journal Cit—Arithmetic Teacher; 22; 7; 586-590

Descriptors—\*Curriculum, Elementary Education, \*Elementary School Mathematics,

\*Geometric Concepts, Geometry, \*Instruction, Mathematics Education, Research, \*Research Utilization, Test Results

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Responses to area and perimeter questions asked of 9-, 13-, 17-year-olds and young adults in the National Assessment are summarized. Recommendations for instruction aimed at improving these results are described. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 130 107 SE 515 277  
Carpenter, Thomas P. And Others  
Subtraction: What do Students Know?  
Pub Date—Dec 75

Journal Cit—Arithmetic Teacher; 22; 8; 653-657

Descriptors—Achievement, \*Elementary School Mathematics, Elementary Secondary Education, Instruction, \*Mathematics Education, \*National Competency Tests, Research, \*Research Utilization, \*Subtraction, Surveys

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Results of the National Assessment of Educational Progress (NAEP) related to subtraction are summarized and interpreted. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 130 258 SE 515 576  
Carpenter, Thomas P. And Others  
Notes from National Assessment: Recognizing and Naming Solids  
Pub Date—Jan 76  
Journal Cit—Arithmetic Teacher; 23; 1; 62-66

Descriptors—Curriculum, \*Elementary School Mathematics, Elementary Secondary Education, \*Geometric Concepts, Mathematical Vocabulary, \*Mathematics Education, \*National Competency Tests, Research, \*Research Utilization, Surveys  
Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

The results of the National Assessment of Educational Progress concerning students' recognition of the names of solid objects are summarized. Implications for the teaching of elementary school mathematics are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 133 404 SE 515 801  
Carpenter, Thomas P. And Others  
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions

Pub Date—Feb 76

Journal Cit—Arithmetic Teacher; 23; 2; 137-142

Descriptors—Addition, \*Elementary School Mathematics, Elementary Secondary Edu-

cation, \*Fractions, \*Mathematics Education, Multiplication, \*National Competency Tests, Research, \*Research Utilization, Surveys

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

The performance of 13 and 17-year-olds on National Assessment items involving computation with fractions is reviewed, together with findings from related research. Recommendations for improving instruction are offered. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 135 036 SE 516 073  
Carpenter, Thomas P. And Others  
Notes from National Assessment: Processes Used on Computational Exercises  
Pub Date—Mar 76  
Journal Cit—Arithmetic Teacher; 23; 3; 217-222

Descriptors—\*Algorithms, Basic Skills, \*Elementary School Mathematics, Elementary Secondary Education, Instruction, \*Mathematics Education, \*National Competency Tests, Research, \*Research Utilization, Surveys

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Various algorithms used in addition, subtraction, and division problems were identified. The percentages of people in the National Assessment survey populations using each method are reported, as are the percentages of those using the most popular methods who answered correctly. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 139 903 SE 516 368  
Carpenter, Thomas P. And Others  
Using Research in Teaching: Notes from National Assessment: Estimation  
Pub Date—Apr 76  
Journal Cit—Arithmetic Teacher; 23; 4; 296-302

Descriptors—\*Elementary School Mathematics, Elementary Secondary Education, Instruction, \*Mathematics Education, \*National Competency Tests, \*Number Concepts, Research, \*Research Utilization, Surveys

Identifiers—Estimation (Mathematics), First Mathematics Assessment (1973), \*National Assessment of Educational Progress  
Performance of 9-year-olds, 17-year-olds, and young adults on questions related to numerical estimation is reported. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 140 099 SE 516 685  
Carpenter, Thomas P. And Others  
Notes from National Assessment: Word Problems  
Pub Date—May 76

## CITATIONS

Journal Cit—Arithmetic Teacher; 23; 5; 389-393

Descriptors—\*Elementary School Mathematics, Elementary Secondary Education, Instruction, \*Mathematics Education, \*National Competency Tests, \*Problem Solving, Research, \*Research Utilization, Surveys

Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

Performance on several word problems used in the National Assessment of Educational Progress is discussed. Errors are analyzed for different age groups, and the overall findings are compared with results of related research. Implications for instruction are derived. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 148 046

EA 507 742

Reys, Robert E.

Consumer Math: Just How Knowledgeable Are U.S. Young Adults?

Pub Date—Nov 76

Journal Cit—Phi Delta Kappan; 58; 3; 258-260

Descriptors—\*Consumer Education, \*Educational Assessment, \*Mathematical Applications, \*Young Adults

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Analyzes National Assessment of Educational Progress data on the computational ability of young adults 26 to 35 years of age. A high percentage of young adults can't balance a checkbook, use an income tax table, or apply simple math concepts in determining unit pricing. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 148 897

SE 517 805

Carpenter, Thomas P. And Others

Research Implications and Questions From the Year 04 NAEP Mathematics Assessment

Pub Date—Nov 76

Journal Cit—Journal for Research in Mathematics Education; 7; 5; 327-336

Descriptors—Elementary School Mathematics, Elementary Secondary Education, \*Evaluation, \*Mathematics Education, \*Research Needs, Secondary School Mathematics

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

This article indicates some needed research suggested from examining NAEP mathematics assessment data. (DT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 174 237

SE 520 472

Olson, Melfried

Computational Competencies of Prospective Elementary Mathematics Teachers

Pub Date—Nov 77

Available from—Reprint Available (See p. vii); UMI

Journal Cit—School Science and Mathematics; 77; 7; 613-4

Descriptors—\*Achievement, \*Computation, Educational Research, \*Elementary School Mathematics, \*Evaluation, Higher Education, \*Mathematics Education, National Surveys, \*Preservice Teacher Education, Teacher Education

Identifiers—First Mathematics Assessment (1973), \*National Assessment of Educational Progress

Eighteen computational skill exercises from the National Assessment of Educational Progress (NAEP) were given to 117 prospective elementary teachers. The percentage of subjects answering each item correctly is compared with NAEP's findings for 13-, 17-, and 26-35-year-olds. (CP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

## (2) Second Assessment

### (d) P

ED 204 107

SE 034 989

Carpenter, Thomas P. And Others

Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.

National Council of Teachers of Mathematics, Inc., Reston, VA

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EDRS-087353-172-8

Pub Date—81

Grant—NSF-SED-7920086

Note—167p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 (\$12.50; Individual members, bookstores, or orders of 10 or more copies earn a discount of 20% off the list price).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Achievement, Educational Assessment, \*Evaluation, Learning Problems, \*Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, \*National Competency Tests, National Surveys, Problem Solving, Research, School Surveys, Sex Differences, Testing

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This publication provides a comprehensive interpretation of the second mathematics assessment completed during the 1977-78 school year by the National Assessment of Educational Progress (NAEP). The NAEP results suggest strong implications for the mathematics curriculum of the 1980's that mathematics educators need to evaluate with care. The results indicate that the emphasis on basics has produced a generation of students who can compute but cannot apply their knowledge to the solution of real-life problems. Further, information from the assessment is seen to relate directly to the National Council of Teachers of Mathematics

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(NCTM) recommendations for school mathematics for the 1980's as stated in "An Agenda for Action," which promotes the need for problem solving as the focus of school mathematics in the coming decade. An overview of National Assessment and changes in achievement since the first assessment in 1973 are also discussed. Results are reported by race and sex in two appendices. (MP) Primary type of information provided by report: Results (Interpretation).

EJ 195 195

SE 523 602

Reys, Robert E.

Basic Concepts of Probability—What Do People Know?

Pub Date—Dec 78

Available from—Reprint: UMI

Journal Cit—School Science and Mathematics; v78 n8 p649-54 Dec 1978

Descriptors—\*Curriculum, Elementary Secondary Education, \*Instruction, \*Knowledge Level, \*Mathematics Education, \*Probability, \*Testing Programs

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This discussion of the results from the probability questions of the National Assessment of Educational Progress (NAEP) identifies probability as an area of serious concern. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 222 430

SE 527 037

Carpenter, Thomas P. And Others

Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.

Pub Date—Apr 80

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher; v27 n8 p10-12,44 Apr 1980

Pub Type—Journal Articles (080) — Reports - General (140)

Descriptors—\*Achievement, Computation, \*Educational Assessment, Elementary Education, \*Elementary School Mathematics, Fractions, Mathematics Education, Number Concepts, Whole Numbers

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP) has completed its second mathematical assessment. This article focuses on the results from the second assessment of 9 year olds and 13 year olds; major results of the content areas are summarized and examples of the data are given to support the conclusions. (Author/MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 224 414

SE 527 324

Carpenter, Thomas P. And Others

Results of the Second NAEP Mathematics Assessment: Secondary School.

Pub Date—May 80

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v73 n5 p329-38 May 1980



Pub Type— Journal Articles (080)

Descriptors—Academic Achievement, \*Educational Assessment, Mathematics Curriculum, \*Mathematics Education, \*National Surveys, Outcomes of Education, \*Research, Secondary Education, \*Secondary School Mathematics

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Highlights are given of the results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP), for 13 and 17 year olds, in the areas of number, algebra, geometry, measurement, and other miscellaneous topics. Changes from the previous assessment and conclusions are also included. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Interpretation).

EJ 226 446 SE 527 568  
Hill, Shirley A.

National Assessment of Educational Progress.

Pub Date—80

Journal Cit—American Mathematical Monthly; v87 n6 p427-28 Jun-Jul 1980

Pub Type— Journal Articles (080) — Opinion Papers (120)

Descriptors—\*Academic Achievement, \*Educational Assessment, Elementary Secondary Education, \*Knowledge Level, Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, National Surveys, \*Problem Solving

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Comments on the results of the second mathematics assessment done by National Assessment of Educational Progress by the president of the National Council of Teachers of Mathematics. A "critical need for attention to higher-order cognitive skills" is pointed out. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 230 908 SE 527 867  
Carpenter, Thomas P. And Others

Solving Verbal Problems: Results and Implications from National Assessment.

Pub Date—Sep80

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher; v28 n1 p8-12 Sep 1980

Pub Type— Journal Articles (080) — Information Analyses (070)

Descriptors—\*Achievement, Addition, \*Cognitive Development, \*Educational Assessment, Elementary Secondary Education, \*Mathematical Concepts, \*Mathematics Education, Multiplication, \*Problem Solving, Subtraction

Identifiers—\*National Assessment of Educational Progress, Number Operations, Second Mathematics Assessment (1978)

Discussed are the results of the second National Assessment of Educational Progress (NAEP) mathematics assessment concerning children's ability to solve verbal problems. The data indicate that the commonly held view that children cannot solve word prob-

lems may be an oversimplification. (Author/TG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 230 922 SE 527 881

Carpenter, Thomas P. And Others

NAEP Note: Problem Solving.

Pub Date—Sep80

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v73 n6 p427-33 Sep 1980

Pub Type— Journal Articles (080)

Descriptors—\*Algorithms, Experiential Learning, Mathematical Models, \*Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, Teaching Methods

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Student weaknesses on problem-solving portions of the NAEP mathematics assessment are discussed using Polya's heuristics as a framework. Recommendations for classroom instruction are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 232 909 SE 528 130  
Carpenter, Thomas P. And Others

Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.

Pub Date—Oct80

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v73 n7 p531-39 Oct 1980

Pub Type— Journal Articles (080)

Descriptors—Attitude Measures, \*Attitudes, Evaluation, Learning Theories, Mathematics, \*Mathematics Curriculum, \*Mathematics Education, Research, \*Student Attitudes, \*Test Results, Tests

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Attitude results from the second National Assessment of Educational Progress (NAEP) are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 232 917 SE 528 138  
Carpenter, Thomas P. And Others

Students' Affective Responses to Mathematics: Results and Implications from National Assessment.

Pub Date—Oct80

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher; v28 n2 p34-37,52 Oct 1980

Pub Type— Journal Articles (080)

Descriptors—Affective Measures, \*Attitude Measures, Attitudes, \*Educational Assessment, Elementary Education, \*Elementary School Mathematics, \*Mathematics Curriculum, Mathematics Instruction, School Surveys, \*Student Attitudes, Student Characteristics, Surveys, Testing Programs

Identifiers—\*National Assessment of Educa-

tional Progress, Second Mathematics Assessment (1978)

Results and implications from the attitude exercises of the second National Assessment of Educational Progress (NAEP) for mathematics are presented and discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 356 SE 528 398  
Rathmell, Edward C.

Concepts of the Fundamental Operations: Results and Implications from National Assessment.

Pub Date—Nov80

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher; v28 n3 p34-37 Nov 1980

Pub Type— Journal Articles (080)

Descriptors—Addition, Division, \*Elementary School Mathematics, Elementary Secondary Education, \*Mathematical Concepts, \*Mathematical Models, \*Mathematics Education, Multiplication, \*Student Characteristics, Subtraction

Identifiers—\*Mathematics Education Research, National Assessment of Educational Progress, \*Number Operations, Second Mathematics Assessment (1978)

An analysis is presented of pupil responses to several items on the second National Assessment of Educational Progress (NAEP) mathematics survey which focused on the concepts and models of the fundamental operations. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 426 SE 528 527  
Bestgen, Barbara J.

Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

Pub Date—Dec80

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher; v28 n4 p26-29 Dec 1980

Pub Type— Journal Articles (080)

Descriptors—\*Academic Ability, \*Cognitive Ability, Educational Assessment, Elementary Education, \*Elementary School Mathematics, \*Graphs, Mathematical Applications, \*Mathematics Education, National Surveys, Problem Solving, Student Characteristics

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the National Assessment of Educational Progress related to student ability to use information from graphs and charts is discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 482 SE 528 597  
Carpenter, Thomas P. And Others

The Current Status of Computer Literacy: NAEP Results for Secondary Students.

Pub Date—Dec80

Available from—Reprint: UMI

# CITATIONS

Journal Cit—Mathematics Teacher; v73 n9 p669-73 Dec 1980  
 Pub Type— Journal Articles (080) — Reports - Research (143)  
 Descriptors—\*Computer Oriented Programs, \*Evaluation, \*Mathematics Curriculum, Secondary Education, \*Secondary School Mathematics, Student Characteristics  
 Identifiers—Computer Literacy, \*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)  
 Data on computer literacy from the 1977-78 National Assessment of Educational Progress (NAEP) are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 318 SE 528 739  
 Kerr, Donald R., Jr.

**A Geometry Lesson from National Assessment.**

Pub Date—Jan81  
 Available from—Reprint: UMI  
 Journal Cit—Mathematics Teacher; v74 n1 p27-32 Jan 1981  
 Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)

Descriptors—\*Educational Assessment, Experiential Learning, Geometric Concepts, \*Geometry, \*Mathematics Curriculum, \*Mathematics Instruction, Problem Solving, Secondary Education, \*Secondary School Mathematics, Teaching Methods  
 Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from some geometric exercises administered during the 1977-78 mathematics assessment of the National Assessment of Educational Progress (NAEP) are analyzed, and suggestions for correcting student deficiencies are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 344 SE 528 777  
 Carpenter, Thomas P. And Others  
**Calculators in Testing Situations: Results and Implications from National Assessment.**

Pub Date—Jan81  
 Available from—Reprint: UMI  
 Journal Cit—Arithmetic Teacher; v28 n5 p34-37 Jan 1981  
 Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—Algorithms, \*Calculators, \*Educational Assessment, \*Educational Research, Elementary Secondary Education, \*Mathematics Education, National Surveys, \*Problem Solving, Testing  
 Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the 1977-78 mathematics assessment of the National Assessment of Educational Progress (NAEP) on the use of calculators are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 137 SE 528 936

Hiebert, James

**Units of Measure: Results and Implications from National Assessment.**

Pub Date—Feb81  
 Available from—Reprint: UMI  
 Journal Cit—Arithmetic Teacher; v28 n6 p38-43 Feb 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—\*Educational Research, Elementary Secondary Education, Evaluation, \*Mathematical Applications, \*Mathematical Concepts, \*Mathematics Education, \*Mathematics Instruction, \*Measurement  
 Identifiers—\*Mathematics Education Research, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Some insight into school students' understanding of measuring with units as revealed by the mathematics assessment of the National Assessment of Educational Progress (NAEP) is discussed. Sample exercises and responses are presented and implications for instruction are reviewed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 193 SE 529 011

Maier, Eugene

**Folk Mathematics.**

Pub Date—Dec80  
 Journal Cit—Mathematics Teaching; n93 p21-23 Dec 1980

Pub Type— Journal Articles (080) — Opinion Papers (120)

Descriptors—\*Curriculum Development, Elementary Secondary Education, Mathematical Applications, \*Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, \*Problem Solving, \*Relevance (Education)

Identifiers—\*Estimation (Mathematics), \*Mental Computation, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

An example of an unrealistic "real world" problem from the National Assessment of Educational Progress highlights a comparison of school and "folk" mathematics. The failures of typical problems taught in school and some suggested remedies are featured. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Special Analyses).

EJ 242 908 SE 529 129

McKillip, William D.

**Computational Skill in Division: Results and Implications from National Assessment.**

Pub Date—Mar81  
 Available from—Reprint: UMI  
 Journal Cit—Arithmetic Teacher; v28 n7 p34-37 Mar 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—Algorithms, \*Division, Elementary Secondary Education, \*Evaluation, \*Mathematics Education, \*Mathematics Instruction, \*Performance, Testing

Identifiers—\*Mathematics Education Re-

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search, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Student performance on division exercises in the recent National Assessment of Educational Progress (NAEP) is reviewed. Pupil performance on selected exercises is reported and followed by some suggestions for improvement in the teaching of this skill. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 243 023 SE 529 316

Carpenter, Thomas P. And Others

**Decimals: Results and Implications from National Assessment.**

Pub Date—Apr81  
 Available from—Reprint: UMI  
 Journal Cit—Arithmetic Teacher; v28 n8 p34-37 Apr 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—\*Decimal Fractions, Elementary School Mathematics, Elementary Secondary Education, \*Evaluation, Fractions, \*Mathematical Concepts, \*Mathematics Education, Mathematics Instruction, \*Number Concepts

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP) indicate how 9-year-olds handled decimals prior to much formal instruction, and give insight into areas of difficulty for 13-year-olds who have received instruction. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 246 313 SE 529 503

Post, Thomas R.

**Fractions: Results and Implications from National Assessment.**

Pub Date—May81  
 Journal Cit—Arithmetic Teacher; v28 n9 p26-31 May 1981

Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052) — Reports - Research (143)

Descriptors—\*Addition, Elementary Secondary Education, \*Fractions, \*Mathematics Education, \*Mathematics Instruction, National Programs, \*Problem Solving, Rational Numbers, Teaching Methods, Testing, \*Test Results

Identifiers—\*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The results of exercises related to fractions on the National Assessment of Educational Progress (NAEP) for 9- and 13-year-olds are reported. This discussion is followed by suggestions on ways to help students be more successful when adding fractions. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 246 318 SE 529 515

*Carpenter, Thomas P. And Others*

**What Are the Chances of Your Students Knowing Probability?**

Pub Date—May81

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v74 n5 p342-44 May 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—Mathematical Concepts,

\*Mathematics Curriculum, \*Mathematics Instruction, \*Probability, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, Testing, \*Test Results

Identifiers—\*Mathematics Education Research, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP) are analyzed with regard to the performance of 13- and 17-year-olds on probability exercises. The results suggest that this area has been neglected in mathematics instruction. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 254 217 SE 530 103

*Fennema, Elizabeth Carpenter, Thomas P.*

**Sex-Related Differences in Mathematics: Results from National Assessment.**

Pub Date—Oct81

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v74 n7 p554-59 Oct 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—\*Achievement, Educational Research, Evaluation, \*Females, \*Mathematics Curriculum, Secondary Education, \*Secondary School Mathematics, \*Sex Differences

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the second mathematics assessment of the National Assessment of Educational Progress shows little difference between males and females in overall mathematics achievement at ages 9 and 13. However, at age 17, females are not achieving as well in mathematics as males. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 254 218 SE 530 104

*Anick, Constance Martin And Others*

**Minorities and Mathematics: Results from the National Assessment of Educational Progress.**

Pub Date—Oct81

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v74 n7 p560-66 Oct 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—\*Achievement, Educational Research, Mathematics Curriculum, Mathematics Education, \*Minority Group Children, \*Minority Groups, \*National Surveys, Secondary Education, \*Secondary

School Mathematics

Identifiers—\*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the second mathematics assessment of the National Assessment of Educational Progress (NAEP) appear to clearly document that serious inequities exist in the mathematics education of Black and Hispanic students in the United States. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 257 007

SE 530 592

*Hirstein, James J.*

**The Second National Assessment in Mathematics: Area and Volume.**

Pub Date—Dec81

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v74 n9 p704-08 Dec 1981

Pub Type— Journal Articles (080) — Reports - Research (143)

Descriptors—Elementary Secondary Education, \*Geometric Concepts, \*Mathematical Concepts, \*Mathematics Education, \*Measurement, \*Testing

Identifiers—Area, \*Mathematics Education Research, \*National Assessment of Educational Progress, Second Mathematics Assessment (1978), Volume (Mathematics)

Data on the ability of pupils to deal with measurement concepts at the middle and high school levels are discussed. Results on items related to area and volume concepts indicate that conceptual problems account for most of the errors that students make on these topics. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

## f. MUSIC

## (1) First Assessment

## (d) Results

EJ 045 641 AA 510 730

A National Assessment of Achievement in Music Education

Pub Date—Nov 71

Journal Cit—Music Educators Journal; 58; 3; 73-8

Descriptors—Achievement, Children, Measurement, \*Music Education, \*National Surveys, Statistical Surveys, Young Adults, Youth

Identifiers—First Music Assessment (1972), \*National Assessment of Educational Progress

George H. Johnson, director of operations for the National Assessment of Educational Progress, Denver, Colorado, answers questions from a panel representing the music education community. (MC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 112 495 EA 505 866

Benner, Charles H.

'Dough'-re-mi Can Put Students on Key in Other Subjects

Pub Date—Mar 75

Journal Cit—American School Board Journal; 162; 3; 38-40

Descriptors—Achievement Tests, \*Cultural Awareness, \*Educational Innovation, Educational Programs, Elementary Secondary Education, Music Activities, \*Music Education, Student Interests

Identifiers—First Music Assessment (1972), National Assessment of Educational Progress

Argues against the view that music education is an educational luxury that reaches few students and is generally ineffective. Also discusses four common myths about music education in American schools. (JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Discusses why the second national music assessment conducted by the National Assessment of Educational Progress found a slight decline in student music knowledge. Strengths and weaknesses of the assessment are described. (AM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## (2) Second Assessment

## (d) Results

EJ 262 472 SO 509 926

Bass, Lisa P.

Assessment Measures Music Learning.

Pub Date—May 82

Available from: Reprint: UMI

Journal Cit—Music Educators Journal; v68 n9 p30-32 May 1982

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Opinion Papers (120)

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Knowledge Level, Music Appreciation, \*Music Education, National Surveys

Identifiers—\*National Assessment of Educational Progress, \*Second Music Assessment (1979)



## g. READING

## (1) First Assessment

## (d) Results

ED 065 835 CS 000 089

*Berger, Allen*

Speed Reading Through a Glass Darkly.

Pub Date—72

Note—17p.; Speech given at the World Congress on Reading (4th, Buenos Aires, Argentina, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Elementary Education, Language Skills, \*Reading, Reading Achievement, \*Reading Rate, \*Reading Research, Reading Skills, \*Speed Reading

Identifiers—First Reading Assessment (1971), National Assessment of Educational Progress

The latest thinking on reading rate and flexibility is discussed in this paper. Included are highlights of the recently completed reading rate portion of the National Assessment of Educational Progress. The current state of knowledge is assessed and promising research and useful writings in English and Spanish are cited. (Author/WR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 075 336 CS 700 118

*Porter, Jane*

Research Report

Pub Date—Jan 73

Journal Cit—Elementary English; 50; 1; 107-10

Descriptors—\*Interpretive Reading, Interpretive Skills, Reading Achievement, \*Reading Comprehension, Reading Rate, \*Reading Research, Reading Skills, Sex Differences, \*Teacher Attitudes

Identifiers—First Reading Assessment (1971), \*National Assessment of Educational Progress

Discusses some of the findings from the reports of the reading assessment project of the National Assessment Program. (MM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

## (2) Second Assessment

## (b) Assessment Instrument

ED 177 181 TM 009 601

Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.

Drier Educational Systems, Inc., Highland Park, N.J.

Pub Date—79

Note—17p.; Contains tests

Available from—Jamestown Publishers, P.O. Box 6743, Providence, Rhode Island 02940 (manual and 30 tests, \$4.95)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Answer Keys, Answer Sheets, Educational Testing, Elementary Educa-

tion, Grade 3, Grade 7, \*Multiple Choice Tests, National Norms, \*Reading Achievement, \*Reading Comprehension, \*Reading Tests, Scoring, Test Interpretation, Tests Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

The reading comprehension tests, one for nine-year-olds usually in grade 3 and one for thirteen-year-olds usually in grade 7, were developed from released items on the National Assessment of Educational Progress. The tests were constructed to assess student achievement against a national norm, by comparing individual student scores to the national average or to the average for inner city, medium city, or suburban students. The multiple-choice tests are used to measure literal and inferential comprehension and are partly criterion referenced. (The level 9 test contains 36 items, while the Level 13 test contains 36 items. Administration and scoring instructions, as well as an answer key are included.) (MH) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

## (c) Procedures

ED 137 410 TM 006 219

*Wurtz, Beatrice*

The Menomonee Falls, Wisconsin Experience.

Menomonee Falls Public Schools, Wis.

Pub Date—[Apr 77]

Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Comparative Testing, Educational Assessment, \*Functional Reading, \*High School Seniors, High School Students, National Norms, National Surveys, Program Evaluation, Reading Tests, \*School Districts, \*Secondary Education, Sex Differences, Statistical Analysis, \*Test Results

Identifiers—\*Menomonee Falls Public Schools WI. National Assessment of Educational Progress, Second Reading Assessment (1975), Wisconsin (Menomonee Falls)

The focus of this study was to assess the 17-year-olds' ability to read functional reading tasks and to provide change if and where needed. This was a project between the Menomonee Falls, Wisconsin High Schools (MFHS) and the National Assessment of Educational Progress (NAEP) in the area of reading. Two hundred fourteen 17-year-olds were randomly selected to be tested by local administration guided and directed by NAEP personnel in light reading themes and five reading objectives. The non-parametric sign test was used by NAEP to test for significant differences between the MFHS students and the NAEP Year 02 national and urban fringe respondents. MFHS students read significantly better than the national or urban fringe students on four of the five objectives and equally as well on one objective. MFHS stu-

dents read significantly better than the national or urban fringe students on seven of the eight reading themes and equally as well on one theme. MFHS-A students read better than MFHS-B students on two of the eight reading themes while MFHS-B students read better than MFHS-A students on four of the eight reading themes. Both MFHS A and B students read equally well on one reading theme. MFHS females read better than the national females tested while MFHS males read better than the national males tested. (Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

## (d) Results

ED 176 226 CS 004 995

*Tierney, Robert J., Ed. Lapp, Diane, Ed.*

National Assessment of Educational Progress in Reading.

International Reading Association, Newark, Del.

Pub Date—79

Note—48p.

Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 (Order No. 723, \$2.00 member, \$3.00 non-member)

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, \*National Competency Tests, National Programs, National Surveys, \*Reading Achievement, Reading Instruction, \*Reading Research, \*Reading Tests

Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

This publication was developed to provide factual information and interpretive commentary on the National Assessment of Educational Progress in Reading, a federally funded survey of the educational attainments of representative samples of children and adults in the United States. It summarizes the context and results of the 1970-71 and 1974-75 national assessments in reading that indicate achievement gains for several population groups. Discussions of the implications for various persons at all levels of reading instruction written by experts in special areas of reading are included. The strengths and weaknesses of the two reading assessments are examined and suggestions are made for needed improvements for purposes of subsequent assessment. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 156 580 AA 525 320

*Gonder, Peggy*

The Good News in Reading

Pub Date—Dec 76

Journal Cit—American Education; 12; 10; 14-7

Descriptors—Academic Ability, \*Educational Assessment, Educational Testing, Flow Charts, Reading Ability, \*Reading

Development, \*Reading Improvement, Reading Research, \*Reading Skills, \*Reading Tests, Student Characteristics  
Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

Some things other than costs are going up in education, the National Assessment of Educational Progress discovers from its second round of reading tests. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 158 670 CS 714 075  
Vt. J. Richard L.

NAEP—Should We Kill the Messenger Who Brings Bad News?

Pub Date—Apr 77

Journal Cit—Reading Teacher; 30; 7; 750-5  
Descriptors—\*Data - Analysis, Educational Assessment, \*National Surveys, \*Reading Ability, \*Reading Comprehension, Reading Improvement, Study Skills

Identifiers—\*National Assessment of Educational Progress, Second Reading Assessment (1975)

Compares and discusses the findings of the nationwide reading surveys done by the National Assessment of Educational Progress in 1971 and 1975. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

EJ 158 671 CS 714 076  
Tierney, Robert J. Lapp, Diane

Reading Scores of American Nine Year Olds: NAEP's Tests

Pub Date—Apr 77

Journal Cit—Reading Teacher; 30; 7; 756-60  
Descriptors—\*Data Analysis, \*Grade 4,

\*National Surveys, Reading Achievement, Reading Comprehension, \*Reading Improvement, Reading Research, Study Skills  
Identifiers—National Assessment of Educational Progress, Second Reading Assessment (1975)

Data from the National Assessment of Educational Progress suggest that at the nine-year-old level certain groups, especially blacks, have shown a significant improvement in their reading scores. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

### (3) Third Assessment

#### (c) Procedures

ED 159 599 CS 004 266  
Petrosky, Anthony R.

The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.

Pub Date—May 78

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

Pub Type—Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Criterion Referenced Tests, Educational Assessment, Elementary Sec-

ondary Education, \*Evaluation Methods, Literature, \*National Competency Tests, National Norms, \*Norm Referenced Tests, Reading Tests, Standardized Tests, Testing Programs, \*Test Interpretation

Identifiers—\*Domain Referenced Tests, \*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

In discussing the third national assessment of reading and literature, four major points can be made. First, norm-referenced tests and criterion-referenced tests ignore serious ethical and measurement problems, namely, we don't know enough about individual differences to do such testing and the outcome, social class tracking, is ethically repulsive. Second, comprehending and interpreting literary texts is a subset of reading not separate from it. Third, descriptive information from the national assessment survey is useful in considering notions about developmental differences in the ways students interpret and evaluate which are attributable to developmental growth, schooling, and personal inclinations. Fourth, domain-referenced assessment is the best standardized procedure for finding out what students know and what teachers and schools can do. It eliminates the ambiguity created by behavior factors by representative sampling from a well-defined set of tasks, by referring to the logical relationship between a set of items in a test and a well-defined domain represented by those items, and by estimating the kinds of behavior students are capable of within a defined domain. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

#### (d) Results

ED 210 638 CS 006 386  
Fry, Edward

Do Children Read Better Now Than 10 Years Ago?

Pub Date—Dec 81

Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (Dallas, TX, December 2-5, 1981). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, \*Comparative Analysis, \*Educational Assessment, Educationally Disadvantaged, Elementary Secondary Education, \*National Competency Tests, \*Reading Achievement, \*Reading Improvement, Reading Skills

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) is a stratified random measure to systematically sample the performance of three age groups in a variety of subjects so that generalizations can be made to the United States as a whole. Past NAEP mean total reading scores have indicated that, in general, girls read slightly better than boys, whites read considerably better than blacks,

and children who live in advantaged urban communities read better than those from rural or disadvantaged urban communities. A comparison of mean reading scores from the 1970 and 1980 assessments was made to see whether reading ability levels had improved during that ten-year period. The comparison indicated that (1) 9-year-old students read significantly better, 13-year-old students read slightly better, and 17-year-old students read slightly worse than their 1970 counterparts; (2) boys made slightly better gains over the ten-year period than did girls; (3) those from rural and disadvantaged urban communities made greater gains than those from advantaged urban communities; and (4) blacks made greater gains than did whites at all three age levels. The most important trend occurring over this period was that the worst readers improved the most, a trend that supports the continued government funding of disadvantaged student programs such as Right to Read and Title I. (HTH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Secondary Analyses).

EJ 227 755 CS 715 720  
Roller, Beverly And Others

NAEP Reading Assessment.

Pub Date—May 80

Available from—Reprint: UMI

Journal Cit—Reading Teacher; v33 n8 p938-40 May 1980

Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Opinion Papers (120)

Descriptors—\*Educational Assessment, Educational Trends, Elementary Secondary Education, Literature Appreciation, \*National Programs, \*Reading Achievement, Reading Research, Reading Skills, \*Research Needs

Identifiers—\*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Traces the history of the reading assessments conducted by the National Assessment of Educational Progress (NAEP), discusses the objectives and importance of the 1979-80 reading assessment, and notes the need for professional organizations such as the International Reading Association to develop proposals dealing with research questions raised by NAEP data. (ET) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview) (Secondary Analyses).

EJ 261 383 CS 726 675  
Micklos, John, Jr.

A Look at Reading Achievement in the United States: The Latest Data.

Pub Date—May 82

Available from—Reprint: UMI

Journal Cit—Journal of Reading; v25 n8 p760-62 May 1982

Pub Type—Journal Articles (080) — Information Analyses (070)

Descriptors—\*Critical Reading, Educational Assessment, Elementary Secondary Education, Literature Reviews, \*Reading Achievement, Reading Research, Student Improvement, Student Needs

## CITATIONS

B.1.READ.(3).(d)

111

Identifiers—National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Reports that reading achievement in the elementary grades is consistently rising and that older students may not be developing the higher level reading skills. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## h. SCIENCE

## (1) First Assessment

## (a) Program Description

EJ 009 139 SE 500 412

Norris, Eleanor L.

National Science Assessment

Pub Date—69 Sept

Journal Cit—Sci Teacher; 36; 6; 45-47

Descriptors—Educational Objectives, Evaluation, Measurement, National Surveys, \*Sciences, \*Testing Programs

Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

## (c) Procedures

ED 118 351 SE 017 694

Ziarko, Jon Charles

Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.

Pub Date—73

Note—154p.; Ed.D. Dissertation, The University of Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1328, MF \$7.50, Xerography \$15.00)

Pub Type—Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Curriculum Evaluation, Doctoral Dissertations, Educational Research, Grade 8, Junior High Schools, \*Program Evaluation, Science Education, Secondary Education, \*Secondary School Science

Identifiers—First Science Assessment (1970), Mississippi, National Assessment of Educational Progress

This study was directed at developing a model for assessing eighth grade science education in selected schools and using the model to identify procedures that might be used to maximize science achievement of the students. Thirty-four public secondary schools participated in the study. Data were obtained from annual publications, computer printouts, teacher questionnaires, and student response sheets. Two stepwise multiple regression programs were used in processing the data. Variables that were significant at the 0.10 level using the computer t-statistic were selected for the first restricted model, and those at the 0.2 level were selected for the second restricted model. The dependent variable used was the mean score on a science achievement test taken from the National Assessment of Educational Progress in Science, age 13. The independent variables were 10 science classroom variables, 12 teacher variables, and 6 school variables. The results of the study indicated that school officials should hire teachers with advanced degrees, increase the number of science periods taught as part

of the total teaching assignment, and reduce the total annual per pupil expenditure. Using the second model, it was suggested that school officials increase the number of textbooks used, use textbooks with earlier copyright dates, and increase the library expenditures per pupil. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

EJ 075 580 SE 508 068

Wood, Elizabeth A.

Alternatives to National Assessment Exercises - A Microproject

Pub Date—Mar 73

Journal Cit—Physics Teacher; 11; 3; 154-159

Descriptors—Achievement, Educational Objectives, Educational Testing, Elementary School Science, \*Evaluation, Science Education, Secondary School Science, \*Surveys, \*Tests

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Small samples of students were chosen from two extreme types of schools (affluent-suburb and inner-city) to investigate the problem of presenting exercises in a manner students understand. The results raise questions about teaching procedures and the National Assessment evaluation. (DF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

EJ 103 090 SE 511 536

Alvord, David J. Glass, Lynn W.

Relationships Between Academic Achievement and Self-Concept

Pub Date—Apr-Jun 74

Journal Cit—Science Education; 58; 2; 175-179

Descriptors—\*Academic Achievement, Educational Research, Grade 4, Grade 7, Grade 12, \*Science Education, \*Self Concept

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Discusses an investigation of relationships between academic achievement in science, as measured by the National Assessment of Educational Progress science exercises, and self-concept as measured by the Self Appraisal Inventory, using Iowa public school pupils in grades four, seven, and twelve but excluding pupils enrolled in special education classes. Pupils were randomly selected using a multistage cluster sampling technique. (PEB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

## (d) Results

ED 089 931 SE 014 023

Alvord, David J.

Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.

Pub Date—71

Note—164p.; Ph.D. dissertation, Iowa State

University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-5170 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Blacks, Doctoral Dissertations, Educational Research, \*Science Education, \*Self Concept, \*Student Attitudes

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress.

This research was designed to explore possible relationships between the student and his educational experience. The population for the study included 3,162 students from grades four, seven, and twelve. Two samples were selected—a basic sample, excluding black pupils in five major cities, and a special sample of black pupils. The findings revealed generally consistent low positive relationships between science achievement and self concept and between science achievement and attitude toward school. Coefficients, in general, ranged from 0.10 to 0.26. For the relationship between science achievement and self concept, significant correlations were found for both boys and girls at all grade levels, for black and non-black pupils (except at grade twelve), and for pupils within each classification of parent education level (except the lowest level in grades four and twelve); significant correlations were found between self concept subscales and science achievement. When pupils were grouped according to race, significant correlations were found only for black pupils, when examining the relationship between science achievement and attitude toward school. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 091 169 SE 017 386

National Assessment Findings in Science: 1969-70, What Do They Mean?

National Science Teachers Association, Washington, D.C.

Pub Date—73-

Note—69p.

Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 471-14656, \$5.00)

Pub.Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement, \*Cognitive Measurement, Educational Research, Elementary School Students, \*Evaluation, Junior High School Students, \*National Surveys, \*Science Education, Secondary School Students, Young Adults

Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress

This booklet contains a discussion of the 1969-70 findings in science of the National Assessment of Educational Progress (NAEP). Four age levels of the population: 9, 13, 17, and young adult (25-35) were sampled. This publication contains a preface in which Robert H. Carleton reacts to NAEP and presents the NSTA's perspective of the



project, a general introduction, a section on the goals and methods of NAEP, a section which contains a report of the findings of the first assessment, and a final section entitled "Judgments and Concluding Statements." Also included in the publication are five appendixes: Profiles of Study Team Members; Changes in Assessment Procedures 1972-73; Interrelationships Between Findings in National Assessment of Science, Reading, and Citizenship; Bibliography with Selected Annotations; and Released Items from the 1969-70 Science Assessment. (PEB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

**EJ 029 771** SE 502 344  
**Science Area Results Reported by National Assessment of Educational Progress**  
 Pub Date—Oct '70  
 Journal Cit—*Science Teacher*; 37; 7; 65-67  
 Descriptors—\*Academic Achievement, \*Educational Objectives, \*Evaluation, \*National Competency Tests, \*Science Education, Science Tests, Scientific Literacy, Testing  
 Identifiers—First Science Assessment (1970), National Assessment of Educational Progress  
 Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

**EJ 029 773** SE 502 583  
*Iona. Mario*  
**Physics Teaching and the National Assessment of Educational Progress**  
 Pub Date—Nov '70  
 Journal Cit—*Physics Teacher*; 8; 8; 445-448  
 Descriptors—\*Curriculum Evaluation, Educational Objectives, \*Evaluation, \*National Competency Tests, \*Physics  
 Identifiers—First Science Assessment (1970), National Assessment of Educational Progress  
 Several physics items from the National Assessment are analyzed to determine implications for physics teaching. Limitations of the Assessment are included. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 075 579** SE 508 067  
*Wood, Elizabeth A.*  
**Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers**  
 Pub Date—Mar '73  
 Journal Cit—*Physics Teacher*; 11; 3; 151-153  
 Descriptors—Achievement, Attitudes, Educational Objectives, Educational Testing, \*Evaluation, Science Education, \*Surveys, \*Tests  
 Identifiers—First Science Assessment (1970), National Assessment of Educational Progress  
 Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

**EJ 085 170** SE 509 514  
**National Assessment Findings in Science 1969-1970: What Do They Mean?**  
 Pub Date—Oct '73  
 Journal Cit—*Journal of College Science Teaching*; 3; 1; 41-48  
 Descriptors—Achievement Tests, Evaluation, \*Knowledge Level, \*National Competency Tests, \*National Surveys, Science Education, \*Sciences, Scientific Attitudes  
 Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress  
 The National Assessment of Education Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 086 659** SE 509 212  
**National Assessment Findings in Science 1969-1970: What Do They Mean?**  
 Pub Date—Sep '73  
 Journal Cit—*Science Teacher*; 40; 6; 33-40  
 Descriptors—Achievement Tests, Evaluation, \*Knowledge Level, \*National Competency Tests, \*National Surveys, Science Education, \*Sciences, Scientific Attitudes  
 Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress  
 The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 086 691** SE 509 370  
**National Assessment Findings in Science 1969-1970: What Do They Mean?**  
 Pub Date—Sep '73  
 Journal Cit—*Science and Children*; 11; 1; 23-30  
 Descriptors—Achievement Tests, Evaluation, \*Knowledge Level, \*National Competency Tests, \*National Surveys, Science Education, \*Sciences, Scientific Attitudes  
 Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress  
 The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 086 755** SE 509 561  
*Trowbridge, Leslie W.*  
**National Assessment and Science-Teaching**  
 Pub Date—Oct '73  
 Journal Cit—*American Biology Teacher*; 35;

7; 379-384  
 Descriptors—Black Achievement, \*Evaluation, \*Knowledge Level, \*National Competency Tests, National Surveys, Parent Background, \*Science Education, Scientific Attitudes, Sex Differences  
 Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress  
 Discusses the results of the National Assessment of Educational Progress survey of knowledge, skills, and attitudes in science. Reports and comments on the findings relating to black students, sex differences, geographical differences, parents' education, and neighborhood influences. Summarizes some of the broad implications of the study for science teachers. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 101 574** SE 511 603  
**Science Education Slips in U.S.**  
 Pub Date—Jul '74  
 Journal Cit—*Science News*; 106; 1; 7  
 Descriptors—Cognitive Measurement, Educational Testing, \*Evaluation, Measurement, \*Science Education, \*Secondary School Science, \*Test Results  
 Identifiers—First Science Assessment (1970), \*National Assessment of Educational Progress  
 Some of the results of the first-round testing in science of the National Assessment of Educational Progress are mentioned. (DT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

**EJ 116 480** SE 512 731  
*Strassenburg, Arnold A.*  
**National Assessment in Science**  
 Pub Date—Jan '75  
 Journal Cit—*Journal of College Science Teaching*; 4; 3; 198-203  
 Descriptors—\*Evaluation, \*National Competency Tests, Objectives, \*Science Education, Science Instruction, \*Science Tests, Surveys  
 Identifiers—First Science Assessment (1970), National Assessment of Educational Progress  
 Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## (2) Second Assessment

### (d) Results

**EJ 118 179** SE 513 515  
**Knowledge of Science Declines**  
 Pub Date—Mar '75  
 Journal Cit—*Science News*; 107; 13; 206  
 Descriptors—\*Achievement, \*Low Achievement, \*National Competency Tests, \*National Surveys, Relevance (Education), Science Education, \*Scientific Literacy, Secondary School Science, Student Evaluation  
 Identifiers—\*National Assessment of Educational Progress, Second Science Assess-

## CITATIONS

ment (1973)

Reports the results of a national survey that indicates a decline in science achievement equivalent to the loss of a half year of learning experience. Suggests some possible reasons for this decline. (GS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends) (Interpretation).

EJ 120 469

AA 521 132

Beshoar, Barron B.

NAEP's Second Round with Science

Pub Date—Jun 75

Journal Cit—American Education; 11; 5; 6-11

Descriptors—Charts, \*Educational Research, \*Educational Testing, Questionnaires, Relevance (Education), \*Science Education, \*Scientists, \*Student Evaluation

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

American youngsters don't know as much science as they did three to four years ago, the National Assessment of Educational Progress finds. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 128 205

SE 514 708

Ahmann, J. Stanley And Others

Science Achievement: The Trend is Down

Pub Date—Sep 75

Journal Cit—Science Teacher; 42; 7; 23-25

Descriptors—\*Achievement, \*Achievement Rating, \*Educational Assessment, Educational Objectives, Evaluation, Science Education, \*Scientific Concepts, Surveys, \*Youth

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

Reports that, according to a survey conducted by the National Assessment of Educational Progress (NAEP), knowledge of fundamental scientific facts and principles declined among young American students between 1969 and 1973. Also discusses the philosophy and goals of NAEP, and the methodology used in this survey. (MLH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 136 719

SE 516 254

Vanek, Eugenia Poporad

The Continued Battle of the Sexes

Pub Date—Feb 76

Journal Cit—Science and Children; 13; 5; 19-20

Descriptors—Elementary Education, \*Elementary School Science, \*Feminism, Science Education, \*Scientific Attitudes, Scientific Personnel, \*Social Discrimination, Student Characteristics, Student Motivation

Identifiers—National Assessment of Educational Progress, Second Science Assessment (1973)

It is suggested that further study into children's attitudes about science must be carried out at various grade levels. Teachers in the multi-grade level classrooms are considered

good sources for new insight into the problems of why students' attitude toward science appears to fluctuate. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 136 727

SE 516 287

Integration and Science Achievement

Pub Date—Mar 76

Journal Cit—Science News; 109; 12; 183

Descriptors—\*Academic Achievement, Accountability, \*Cultural Influences, Desegregation Effects, Elementary Education, \*School Desegregation, \*Science Education, Secondary Education

Identifiers—\*National Assessment of Educational Progress, Second Science Assessment (1973)

Results of a report issued by the Education Commission of the States based on a study covering 1969 to 1973 and related to the general trend of declining science achievement scores are discussed. Desegregation is the prime variable studied. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Race) (Regional).

### (3) Third Assessment

#### (a) Program Description

EJ 155 884

SE 518 745

Educators Assess Public Knowledge of Science

Pub Date—Mar 77

Journal Cit—Chemical and Engineering News; 55; 11; 23-24

Descriptors—Biological Sciences, \*Educational Assessment, \*Evaluation, \*National Surveys, Physical Sciences, \*Public Education, Science Education, \*Sciences, Surveys  
Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

Describes the National Assessment of Educational Progress program that makes assessments of public knowledge of science. Previous assessments were conducted during the 1969-70 and 1972-73 school years. Nine science categories will be assessed including biology, physical science, and earth science. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

#### (d) Results

EJ 168 495

SE 520 090

Watson, Fletcher G.

National Assessment, Changes in Science Results

Pub Date—Oct 77

Available from—Reprint Available (See p. vii): UMI

Journal Cit—Science and Children; 15; 2; 27-29

Descriptors—\*Educational Assessment, Elementary Education, \*Elementary School Science, Evaluation, \*Evaluation Methods, \*National Programs, National Surveys, \*Science Education

Identifiers—\*National Assessment of Educa-

B.1.SCI.(3).(d)

115

tional Progress, Third Science Assessment (1977)

Describes the National Assessment of Educational Progress program, its nationwide testing program, past results of the program, and desired results of the 1976-77 testing currently underway. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 185 917

SE 522 443

High School Students Lag in Science

Pub Date—Jul 78

Available from—Reprint Available (See p. vii): UMI

Journal Cit—Science News; 114; 2; 22

Descriptors—\*Achievement Tests, Biological Sciences, Cognitive Measurement, \*Educational Assessment, Elementary Secondary Education, Enrollment, \*High School Students, \*National Surveys, Physical Sciences, Science Curriculum, \*Science Education

Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

Discusses some of the findings of the assessment conducted by the National Assessment of Educational Progress, from 1976 to 1977, concerning science achievement. (HM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 189 831

AA 529 017

Science Skills Skidding in U.S. Schools.

Pub Date—Jul 78

Journal Cit—U.S. News and World Report; v84 n26 p54 Jul 1978

Descriptors—\*Educational Assessment, \*Educational Trends, Science Teachers, Secondary Education, \*Secondary School Science, \*Student Evaluation, \*Test Items, \*Test Results, Test Validity

Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

The National Assessment of Educational Progress, a federally funded testing group, found that 17-year-olds today know less about science than high school students in 1969-70 and 1972-73, when previous assessments were conducted. Here is a closer look at that assessment. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

EJ 193 166

SE 523 327

Rowe, Mary Budd

What's Happening in Science—the NAEP.

Pub Date—Oct 78

Available from—Reprint: UMI

Journal Cit—Science and Children; v16 n2 p42 Oct 1978

Descriptors—\*Academic Achievement, \*Educational Assessment, Elementary School Science, \*Elementary Secondary Education, Evaluation, \*National Surveys, Racial Differences, \*Science Education, Secondary School Science, Sex Differences, \*Surveys

Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

This article reports on the third National Assessment of Educational Progress in science. The sample included a total of 80,000 students, 9, 13, or 17 years of age. The report assessed learning in biology, physical science, and earth science according to sex, race, region, and age. (BB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 241 212 SE 529 030

Patrick, John J.

Science and Society in the Education of Citizens.

Pub Date—Dec80

Journal Cit—BSCS Journal; v3 n4 p2-6 Dec 1980

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Elementary Secondary Education, \*Mathematics Education, Science Curriculum, Science Education, \*Scientific Enterprise, \*Scientific Literacy, Social Problems, \*Social Studies

Identifiers—National Assessment of Educational Progress, National Public Affairs Study, Science Education Research, Third Science Assessment (1977)

Discusses what NAEP and NPAS assessments of learning about science reveal about the development of scientific awareness among the citizenry. Summarizes findings of the National Science Foundation-sponsored nationwide studies of precollege curriculums in science, mathematics, and social science dealing with the status of science in the education of citizens. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 242 980 SE 529 213

What Research Says.

Pub Date—Feb81

Available from—Reprint: UMI

Journal Cit—Science and Children; v18 n5 p39-41 Feb 1981

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*Attitude Measures, Attitudes, Elementary School Science, Elementary Secondary Education, \*Junior High School Students, Science Curriculum, Science Education, \*Science Instruction, Secondary School Science, \*Student Attitudes, Teacher Attitudes

Identifiers—\*National Assessment of Educational Progress, Third Science Assessment (1977)

Student attitudes toward science as measured by the 1976-1977 National Assessment of Educational Progress are discussed in terms of their effect on instruction, teacher attitudes, science careers, and science courses taken. Suggestions made to improve student attitudes include improving teacher attitudes toward science and instructional methods. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 248 026

TM 506 186

Walberg, Herbert J. And Others

Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.

Pub Date—81

Available from—Reprint: UMI

Journal Cit—American Educational Research Journal; v18 n2 p233-49 Sum 1981

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*Academic Achievement, \*Adolescents, Junior High Schools, Models, \*Multiple Regression Analysis, \*Productivity, \*Secondary School Science

Identifiers—\*National Assessment of Educational Progress, Secondary Analysis, Third Science Assessment (1977)

The science achievement scores of a large sample of 13-year-olds were regressed to test a psychological theory of educational productivity, and to explore the usefulness of the National Assessment of Educational Progress data for secondary analysis for policy purposes. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 255 849

TM 506 648

Pascarella, Ernest T. And Others

Continuing Motivation in Science for Early and Late Adolescents.

Pub Date—81

Available from—Reprint: UMI

Journal Cit—American Educational Research Journal; v18 n4 p439-52 Win 1981

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—\*Academic Achievement, \*Adolescents, \*Classroom Environment, Secondary Education, \*Secondary School Science, \*Student Motivation, \*Teacher Influence

Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

The extent to which teachers controlled the learning environment was negatively associated with motivation. Significant positive interactions were found between science achievement level and utility of science content and classes for early adolescents. For older adolescents, significant interaction was found between achievement and class morale. (Author/DWH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## i. SOCIAL STUDIES

## (1) First Assessment

## (a) Program Description

ED 093 762 SO 007 614

Stewart, John G., Ed.

DEA News, Number 2, Spring and Summer 1974.

American Political Science Association, Washington, D.C.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date—74

Note—7p.

Available from—Division of Educational Affairs, American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (Free to members, Dept. Chairmen, and upon request to non-members)

Pub Type—Journal Articles (080)

Document Not Available from EDRS.

Descriptors—College Faculty, Education, Government Role, Higher Education, Information Dissemination, \*Instructional Materials, \*Newsletters, \*Political Science, \*Public Affairs - Education, Secondary School Teachers, \*Social Studies, Undergraduate Study, United States Government (Course)

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress, Political Science Curriculum Project

Published periodically, the DEA News, from the Division of Educational Affairs of the American Political Science Association, concentrates on issues and policies in education of special concern to political scientists and on specific information about course materials. Also the News reports on education issues, on questions about public awareness of governmental affairs, and on the educational needs of students. The feature article in this issue is an assessment of the national social studies survey of young Americans conducted by the National Assessment of Educational Progress. Other items include a description of a new approach to the introductory course in political science at the University of South Carolina; interviews with three political scientists who are directly involved in determining higher education policies; a bibliographic review of government documents; an editorial and communications section; and a workshop and announcements section. This issue also includes an eight page supplement on the High School Political Science Curriculum Project's twelfth grade program Comparing Political Experiences. (Author/JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

## (b) Assessment Instrument

ED 141 237 SO 010 115

Cousins, Jack

Social Studies Skills and National Assessment.

Pub Date—[76]

Note—36p.

Pub Type—Books (010)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, \*Data Analysis, Data Collection, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation, Higher Education, Information Seeking, Interpretive Skills, Knowledge Level, \*National Competency Tests, National Surveys, Norms, Performance Tests, Problem Solving, \*Skill Analysis, \*Social Studies, Tables (Data), Testing, \*Test Items, Test Results

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

The paper describes social studies skills of students age 9-adult as assessed by the 1971-2 National Assessment of Educational Progress (NAEP) Project. NAEP organized skill exercise items around two subthemes: (1) obtaining information, including raising questions, seeking answers, identifying sources of information, and using standard reference sources and aids in locating information; and (2) interpreting graphs and maps, and using a variety of nontraditional sources of information. The paper contains selected released exercises developed to carry out assessment of the two categories. These skill exercises include multiple-choice tests, short essays, and longer essay-type written oral responses. Exercises are based on questions involving explanation of the human condition, insight into human affairs based on historical, philosophical, or literary information, and factual knowledge of events in American history. Findings indicated that respondents perform better on the items for obtaining information than on items dealing with interpreting information. It is concluded that NAEP results should be utilized as information sources for educators in setting curriculum norms rather than accepted as curriculum norms themselves. The NAEP social studies objectives for 1971-72 are presented in the appendix. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 168 932 SO 011 590

Diem, Richard A.

The New Social History in the High School Classroom.

Pub Date—30 Mar 79

Note—10p.; Paper presented at Annual Meeting of the Southwestern Historical Association (Ft. Worth, Texas, March 30, 1979); Best copy available

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, \*Community Resources, Community Role, Community Study, Educational Needs, Educational Resources, Experiential Learning, \*Field Experience Programs, \*Inservice Education, Local History, Local

Issues, \*Relevance (Education), \*School Community Programs, Secondary Education, Social Studies, Student Needs, Teacher Effectiveness

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

Interesting and stimulating instruction in high school social studies may be achieved by using the community and its institutions as a laboratory for learning and by creating an ongoing community resource inservice program. Effective ways to incorporate community resources in the curriculum include creating special sections on developing writing skills in high school students by using community topics as subject matter, developing field-based experience packages for teachers and students, and developing curriculum materials and visual aids for classroom use. Possible activities include collecting oral histories, community mapping, charting urban growth, measuring community social mobility, using community archives, and researching local history. Such activities would enable students to meet the objectives formulated by the National Assessment of Educational Progress (NAEP) for social studies as they (1) evidence interest in their communities; (2) obtain information from other people, libraries, maps, and pictures; and (3) understand some of the services and institutions in their communities. (KC) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives).

## (c) Procedures

EJ 061 881 SO 501 088

Hulsart, Richard

National Assessment Can Help the Social Studies Teacher

Pub Date—Spr 72

Journal Cit—Social Science Record; 9; 3; 42-43

Descriptors—\*Citizenship, \*Educational Quality, Evaluation Criteria, Evaluation Methods, \*National Competency Tests, Program Effectiveness, \*Social Studies

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

EJ 096 956 SO 502 834

Chapin, June

Using the NAEP Test Exercises

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 412-413

Descriptors—Citizenship, Evaluation Criteria, \*National Surveys, \*Performance Factors, Social Studies, Test Construction, \*Testing Problems

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

The three-step procedure for judging social studies exercises developed for the NAEP is described for use by schools and communities



in considering performance standards for their own students. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

### (d) Results

ED 090 072 SO 007 146  
Taylor, Bob L.

Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.

Pub. Date—Mar. 74

Note—13p.; Paper presented to the Association for Supervision and Curriculum Development (Anaheim, California, March 1974)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Rating, Citizenship, \*Civics, \*Curriculum Development, Data Analysis, Data Collection, \*Educational Assessment, Educational Change, Educational Environment, Educational Needs, Educational Objectives, High Achievement, Low Achievement, National Surveys, Performance Factors, \*Political Socialization, \*Social Studies, Student Centered Curriculum

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

National Assessment, a systematic survey of knowledge, skills, and attitudes, provides educators and the public with information on student achievement. The data-gathering model for the Assessment has yielded differences of various groups' performances in the area of political knowledge. These results seem to imply that the academic approach to the teaching of political knowledge is advantageous only to those with strong academic traditions and achievement motivation. Consequently, the existing goals of civics, the course in the social studies curriculum responsible for promoting political knowledge, seem to be less than successful. When the traditional concept of the "good citizen" is revised to that of the "evolving individual," new social studies goals arise compatible to the need for a more favorable socialization of children and for civics courses responsive to all groups of students. A school environment oriented to the changes called for by the implications drawn from the Assessment encompasses the following: the fostering of total student development; creation of a self-actualizing situation for teachers; use of informal learning environments; study of actual political models such as the school; advancement of students toward affective, as well as cognitive, goals; and the opportunity for critical thinking and conflict resolution experiences. (Author/KSM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 171 461 RC 011 373  
Easton, Stanley E.

Educational Outcomes of Social Studies Programs in Rural Schools.

Pub. Date—Nov 77

Note—8p.; Paper presented at the Meeting of the National Council for the Social Studies

(Cincinnati, Ohio, November 1977)

Pub. Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Adolescents, Current Events, Economics, \*Educational Assessment, Educational Diagnosis, Educational Quality, Geography, Grade 8; History, \*Knowledge Level, Political Science, \*Rural Education, Rural Schools, \*Rural Youth, Social Problems, \*Social Studies, World Affairs

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

Performance of rural 13-year-olds on the 1971-1972 social studies assessment by the National Assessment of Educational Progress (NAEP) were reviewed in terms of three major exercise themes. Performance on skill exercises revealed rural strengths in source selection and human affairs insights, but weaknesses in reading maps and graphs. Fewer than 30% determined the social message behind selected songs. Results of knowledge exercises revealed that rural students know much about local issues, and the distribution of federal, state, and local power. Fifty percent comprehended foreign political systems, but only about 22% demonstrated knowledge of world affairs or geography. Only 16% understood the U.S. election process. Attitudinal exercises showed about 90% supporting the right to choose one's own religion and 57% felt that a non-believer in God had the right to hold public office. Although 94% wanted to improve conditions in other poor neighborhoods, only 30% felt they knew how. Only 56% defended their right to maintain an opinion opposed to that of the majority. Just 36% supported freedom of the press. The social studies attainments of rural youth were fairly typical of the entire population. (SB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 211 395 SO 013 712  
Loney, Brian D.

NAEP, Race, Sex and Political Attitudes.

Pub. Date—20 Nov 81

Note—23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1981).

Pub. Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, \*Educational Assessment, Elementary Secondary Education, Females, Males, Political Attitudes, \*Racial Bias, \*Sex Bias, \*Social Studies

Identifiers—\*First Social Studies Assessment (1972), \*National Assessment of Educational Progress

This study was designed to examine the effects of race and sex on performance on selected affective exercises from the first social studies assessment conducted in 1971-72 by the National Assessment of Educational Progress (NAEP). Compared were the performances of black males versus other males, black females versus other females, black males versus black females, and other males

## CITATIONS

versus other females. The attitude exercises measured attitudes concerning two topics. The first topic concentrated on commitment to rights guaranteed in the First Amendment to the Constitution of the United States. The second topic dealt with the concept of commitment to the worth of the individual. Results show that females performed better than males at all levels except the young adult, and blacks were consistently outperformed by others at all levels. Based on these results the study concluded that performance on some of the NAEP affective exercises was influenced by the sex and race of the respondent; the overall effects of race appeared to be greater than the overall effect of sex; and NAEP's sampling procedure has failed to provide the types of information needed to fully assess learning and attitudes in a pluralistic society. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 100 495 AA 518 686  
Vandermyn, Gaye

Assessing Students' Political IQ

Pub. Date—Jun 74

Journal Cit—American Education; 10; 5; 22-5

Descriptors—Diagrams, Government Role, Political Attitudes, \*Politics, \*School Responsibility, \*School Surveys, \*Social Studies, \*Student Evaluation

Identifiers—First Social Studies Assessment (1972), \*National Assessment of Educational Progress

A survey of what young people know about U. S. political processes gives useful clues toward improving the social studies curriculum. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

## (2) Second Assessment

### (b) Assessment Instrument

ED 142 494 SO 010 199  
Leighty, Richard

Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.

Kansas State Dept. of Education, Topeka. Curriculum Section.

Pub. Date—Aug 74

Note—25p.; Document not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612 (free)

Pub. Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Critical Thinking, \*Educational Objectives, Elementary Secondary Education, \*Guidelines, Program Development, \*Self Concept, Sequential Approach, \*Social Development, \*Social Studies, Student Development, Values

Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The pamphlet is an adaptation of social studies objectives for 17-year-olds and adults developed in 1974 by the National Assessment of Educational Progress. It is to be used by schools in Kansas as a guideline in evaluating and developing local social studies programs. Its contents have not been field tested. The objectives are presented as strands, goals, and behavioral objectives. Strands are areas within social studies in which students need competency by the end of high school. They are threads which span grades K-12 and to which each grade level can contribute. Goals are long-range indications of needed student competency for each strand. The pamphlet identifies five strands: (1) knowledge base for understanding human beings and their relationships with their environments, (2) understanding of values, (3) ability to use intellectual and human relations skills, (4) positive self-concept, and (5) sense of and commitment to rational participation. Eighteen goals and more than 100 behavioral objectives are listed as related to the strands. For example, one goal in developing a positive self-concept is to help students become aware of their relative strengths and the strengths of the groups with which they identify. Another goal is to help students recognize societal barriers to full development. (Author/AV) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

## j. WRITING

## (1) First Assessment

## (c) Procedures

ED 074 079 TM 002 441  
*Morgan, James D. Keiter, M. Roberta*  
 Application of NAEP Writing Assessment  
 Procedures in Montgomery County, Mary-  
 land. Summary.  
 Montgomery County Public Schools, Rock-  
 ville, Md.

Pub Date—72

Note—5p.; Paper proposal submitted for  
 AERA 1973 Annual Meeting

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, \*Criter-  
 ion Referenced Tests, Demonstration Pro-  
 grams, \*Educational Testing, \*National  
 Competency Tests, Secondary Education,  
 \*Writing Exercises

Identifiers—First Writing Assessment  
 (1970), Maryland, \*Montgomery County,  
 National Assessment of Educational Pro-  
 gress

The Montgomery County Public Schools  
 system in Maryland has initiated a demon-  
 stration project which will administer the  
 released writing exercises from the National  
 Assessment of Educational Progress to a ran-  
 dom sample of students aged 13 and 17. This  
 project will be unique in terms of the applica-  
 tion of NAEP exercises in a local school dis-  
 trict. The objectives of the project pertain to  
 developing the capability of selecting a ran-  
 dom and representative sample of students,  
 the preparation of test booklets and manuals  
 using criterion-referenced tests, the training  
 of examiners, the training of scorers, the  
 development of data processing capability for  
 these tests, and preparing reports for the  
 professional staff and for the public. (Author)  
 Aspect of National Assessment (NAEP)  
 dealt with in this document: Procedures  
 (Replication).

EJ 089 293 CS 700 435  
*Maxwell, John C.*  
 National Assessment of Writing: Useless  
 and Uninteresting?

Pub Date—Dec 73

Journal Cit—English Journal; 62; 9; 1254-57  
 Descriptors—Elementary Education,  
 \*Evaluation Methods, \*National Compe-  
 tency Tests, \*National Surveys, Secondary  
 Education, Student Evaluation, \*Writing  
 (Composition), \*Writing Skills

Identifiers—First Writing Assessment  
 (1970), \*National Assessment of Educa-  
 tional Progress

Points out flaws in the current National As-  
 sessment of Writing model and its results, but  
 concludes that the National Assessment is a  
 step in the right direction. (RB) Aspect of  
 National Assessment (NAEP) dealt with in  
 this document: Procedures (Exercise Devel-  
 opment).

## (d) Results

ED 050 119

*Farrell, Edmund J.*

Implications of National Assessment Writ-  
 ing Results.

Pub Date—Apr 71

Note—7p.; Speech given at the Annual  
 Meeting of the Association of American  
 Publishers, Inc. (Washington, D.C., April  
 1971)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Testing, \*Educa-  
 tional Research, Evaluation, \*Test Inter-  
 pretation, Test Reliability, \*Tests, Test  
 Validity, \*Writing (Composition), Writing  
 Skills

Identifiers—First Writing Assessment  
 (1970), \*National Assessment of Educa-  
 tional Progress

Conclusions from an examination of the re-  
 sults of the National Assessment of Educa-  
 tional Progress indicate that it furnishes little  
 help for those involved in the publication of  
 composition textbooks. Four main difficulties  
 in making inferences from the Assessment  
 data on writing are (1) it is not clear why  
 individuals perform as well or as poorly as  
 they do; (2) it is not known whether examina-  
 tions measure writing competency, rather  
 than something else (e.g., maturity or psycho-  
 logical development); (3) it is impossible to  
 determine whether individuals tell the truth  
 about how often they write or about what  
 kinds of writing they do, and (4) the objec-  
 tives for writing are too narrow and do not  
 indicate current thinking about the impor-  
 tance in the schools of personal and creative  
 writing. Nonetheless, the findings can be use-  
 ful to linguists, can provide a base against  
 which further assessments of writing can be  
 compared and suggest the need for a number  
 of carefully controlled studies about how per-  
 sons develop competency in various kinds of  
 writing. (DD) Aspect of National Assess-  
 ment (NAEP) dealt with in this document:  
 Results (Interpretation).

ED 068 811

*DeCrow, Roger, Ed.*

Writing Abilities of American Young Adults.  
 National Reading Center Foundation, Wash-  
 ington, D.C.

Pub Date—11 Apr 72

Note—10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Descriptive Writing, Publica-  
 tions, Test Results, \*Tests, \*Writing (Com-  
 position), \*Writing Skills, Young Adults  
 Identifiers—First Writing Assessment  
 (1970), \*National Assessment of Educa-  
 tional Progress

This brief digest of the results of the Na-  
 tional Assessment of Writing compares the  
 writing abilities of a sample of 17 year olds,  
 in school and out, with an adult sample aged  
 26 to 35. In writing for social communication,  
 57% of the adults and 75% of the 17 year olds  
 wrote descriptions that were judged accepta-  
 ble. When asked to describe an auto accident,  
 38% of the adults wrote an acceptable ac-  
 count and 52% were unacceptable; 53% of the  
 17 year olds' accounts were acceptable and  
 46% unacceptable. On 3 exercises assessing  
 ability to write in a business situation, adults  
 scored an average of 50.5% acceptable re-

TE 002 416

sponses, while the 17 year olds scored an av-  
 erage of 61.2% acceptable. 44% of the adults  
 were not able to fill out a standard application  
 form acceptably. (RS) Aspect of National As-  
 sessment (NAEP) dealt with in this docu-  
 ment: Results (Baseline).

EJ 047 932

*Slotnick, Henry B.*

Do Thirteen-Year-Olds Write as Well as  
 Seventeen-Year-Olds?

Pub Date—Nov 71

Journal Cit—English Journal; 60; 8; 1109-15  
 Descriptors—\*Educational Research, \*Lan-  
 guage Research, Literature, Performance  
 Criteria, Reading, Reading Development,  
 \*Research, \*Research Design, \*Research  
 Projects, Writing (Composition)

Identifiers—First Writing Assessment  
 (1970), National Assessment of Educa-  
 tional Progress

Methods used by the National Assessment  
 of Educational Progress project for regularly  
 collecting census-like information in ten sub-  
 ject areas on the knowledges, skills, under-  
 standings, and attitudes of nine-, thirteen-,  
 seventeen-year olds, and young adults. Arti-  
 cle deals with the areas of reading, literature,  
 and writing. (RB) Aspect of National Assess-  
 ment (NAEP) dealt with in this document:  
 Results (Interpretation).

EJ 089 292

*Slotnick, Henry B.*

On the Teaching of Writing: Some Implica-  
 tions from National Assessment

Pub Date—Dec 73

Journal Cit—English Journal; 62; 9; 1249-53  
 Descriptors—Elementary Education,  
 \*Evaluation Methods, \*National Compe-  
 tency Tests, \*National Surveys, Secondary  
 Education, Student Evaluation, \*Writing  
 (Composition), \*Writing Skills

Identifiers—First Writing Assessment  
 (1970), \*National Assessment of Educa-  
 tional Progress

Lists four categories into which the findings  
 of the National Assessment of Writing fall:  
 Useful and Interesting, Useful and Uninter-  
 esting, Useless and Interesting, and Useless  
 and interesting. (RB) Aspect of National As-  
 sessment (NAEP) dealt with in this docu-  
 ment: Results (Interpretation).

EJ 089 338

*Slotnick, Henry B. Rogers, W. Todd*

Writing Errors: Implications about Student  
 Writers

Pub Date—W 73

Journal Cit—Research in the Teaching of  
 English; 7; 3; 387-98

Descriptors—Elementary Education, Eng-  
 lish Instruction, \*Language Research, \*Na-  
 tional Competency Tests, Secondary  
 Education, \*Writing (Composition), \*Writ-  
 ing Skills

Identifiers—First Writing Assessment  
 (1970), \*National Assessment of Educa-  
 tional Progress

Two members of the staff of the National  
 Assessment report on one analysis that  
 sought to relate different kinds of writing er-  
 rors to each other. (RB) Aspect of National

Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

## (2) Second Assessment

### (d) Results

ED 124 009 CS 002 755

*Hennings, Dorothy Grant*

Literature, Language, and Expression.

Pub Date—76

Note—17p.: Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Childrens Literature, \*Creative Expression, Elementary Education, Language Skills, Listening Skills, Literature, Reading Skills, \*Teaching Methods, \*Vocabulary Skills, \*Writing Skills

Identifiers—National Assessment of Educational Progress. Second Writing Assessment (1974)

Recent studies conducted by the National Assessment of Educational Progress indicate a deficiency in youngsters' abilities to express themselves in written form. Described in this paper are techniques for helping elementary school children build writing skills by using literature selections as models for expression. Through imitation, pupils can utilize story patterns provided by literature models to create group stories as well as individual stories and poems. Similarly, literature can provide a model for sentencng, in which children achieve a sense of the structure and sequence of clear communication. Finally, stories and poems can be used to encourage vocabulary development. Specific literature selections and teaching techniques are delineated. (Author/KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 162 337 CS 204 517

*Marzano, Robert J. DiStefano, Philip*

Five Empirically Based Composition Skills.

Pub Date—[78]

Note—24p.: Study prepared at the University of Colorado at Denver

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Educational Research, Elementary Secondary Education, English Instruction, \*Language Usage, \*Sentence Structure, \*Skill Development, \*Structural Analysis, Syntax, \*Teaching Methods, Vocabulary Skills, \*Writing Skills

Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Seven hundred and fifty compositions, randomly selected from National Assessment of Educational Progress essays written by 9-, 13- and 17-year-olds, were analyzed in a study of the skills that go into the writing of a good composition. The essays were first rated as high, medium, or low in quality. A total of 43 different indices reported or hypothesized to have a relationship with composition quality were then identified

from a survey of past research and were applied to each of the sample compositions. The relationship of the indices with quality at the different age levels was then tested. Analysis of the results led to the identification of five composing skills related to writing quality: modification within sentences, subordination between sentences, sentence sense, grammar and usage, and vocabulary. The data suggest a rather logical progression in terms of the five skills and provide support for the claim that all five skills should be taught at each grade level with slightly different emphases. (Descriptions of the 43 indices used in the study and suggestions for teaching the five composing skills at different grade levels are included.) (GW) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 144 141

AA 523 352

*Beshoar, Barron B.*

The Condition of Student Writing

Pub Date—Mar 76

Journal Cit—American Education; 12; 2; 19-22

Descriptors—\*Academic Achievement, Charts, Communication (Thought Transfer), \*Essay., \*National Surveys, Scores, Sentences, \*Student Evaluation, Trend Analysis, \*Writing Skills

Identifiers—\*National Assessment of Educational Progress, Second Writing Assessment (1974)

Generally, teenagers aren't handling the written word as well today as they were when first tested by the National Assessment of Education Progress in 1969. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 162 089

CS 712 232

*Tankard, James W.*

New Study Shows Further Declines in Writing Ability

Pub Date—Apr 77

Journal Cit—Journalism Educator; 32; 1; 46-7

Descriptors—\*Academic Ability, \*Basic Skills, \*Educational Research, Educational Trends, Secondary Education, \*Student Characteristics, \*Writing Skills

Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Critiques the recent report "Writing Mechanics, 1969-1974," which describes a project sponsored by the National Assessment of Educational Progress to evaluate students' writing ability. (KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## (3) Third Assessment

### (b) Assessment Instrument

ED 191 059

CS 205 780

*Keech, Catharine*

Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—79

Note—95p.; For related documents see CS 205 779-786. A number of pages may be marginally legible.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Pictorial Stimuli, \*Stimuli, \*Student Evaluation, Verbal Stimuli, \*Writing (Composition), \*Writing Instruction

Identifiers—\*Bay Area Writing Project, National Assessment of Educational Progress, Third Writing Assessment (1979), \*Writing Topics

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers topics for use in obtaining writing samples by which to evaluate student writing. An introduction explains the classification of the topics and suggests ways of selecting topics. The topics themselves are offered in nine appendixes. Four of the appendixes list topics for expressive writing, categorizing them as pictorial and musical stimuli, verbal fragments, hypothetical situations, and short topics. The next three appendixes list expository and transactional writing topics, listing them as topics for argument or evaluation for transactional writing, and for critical (expository) writing. The eighth appendix contains topics for obtaining writing samples in the expressive and expository modes. The last appendix lists the revised writing objectives of the National Assessment of Educational Progress (NAEP). (RL) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).



## 2. Special Assessments and Probes

### b. ADULT SCIENCE MINI ASSMT

#### (d) Results

EJ 253 004 TM 506 405

Haertel, Geneva D. And Others

Early Adolescent Sex Differences in Science  
Learning: Evidence from the National As-  
sessment of Educational Progress.

Pub Date—81

Available from—Reprint: UMI

Journal Cit—American Educational Re-  
search Journal; v18 n3 p329-41 Fall 1981

Pub Type— Journal Articles (080) — Re-  
ports - Research (143)

Descriptors—\*Academic Achievement,  
\*Adolescents, Ethnicity, \*Learning Moti-  
vation, Literature Reviews, Secondary  
Education, \*Secondary School Science,  
\*Sex Differences, Socioeconomic Status

Identifiers—Adult Science Mini Assessment  
(1977), \*National Assessment of Educa-  
tional Progress

Data from the 1976 NAEP Science Assess-  
ment were used to explore sex differences in  
science learning and its determinants with  
controls for ethnicity and parental socioeco-  
nomic status. No sex difference in science  
learning was found, but a sex-specific trend in  
science motivation was detected. (Au-  
thor/GK) Aspect of National Assessment  
(NAEP) dealt with in this document: Results  
(Secondary Analyses).

# c. BASIC LIFE SKILLS MINI ASSMT

## (b) Assessment Instrument

ED 177 329 CE 022 881

*Roby, Wallace R. Juzwic, William*

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.

Norwich Board of Education, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Jul 78

Note—128p.; Parts marginally legible

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Employment Qualifications, Evaluation Needs, \*Job Skills, Objectives, Performance Specifications, Program Descriptions, \*Program Evaluation, Secondary Education, Skill Development, \*Test Construction, \*Testing, Tests, \*Vocational Education

Identifiers—Basic Life Skills Mini Assessment (1977), \*Connecticut, National Assessment of Educational Progress

A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAE. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.) (LRA) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives).

EJ 231 946 CE 511 362

*Dearman, Nancy B. Plisko, Valena White*

Test Scores and Attainment Rates.

Pub Date—81

Available from—Reprint: UMI

Journal Cit—American Educator.; v17 n7 p15-20 Aug-Sep 1981

Pub Type— Journal Articles (080) — Numerical/Quantitative Data (110) — Reports - General (140)

Descriptors—Academic Achievement, \*Academic Aspiration, College Bound Students, \*College Entrance Examinations, \*Educational Assessment, \*Educational Attainment, Minimum Competencies, \*Minimum Competency Testing, Tables (Data)

Identifiers—American College Testing Program, Basic Life Skills Mini Assessment (1977), \*National Assessment of Educational Progress, Scholastic Aptitude Test Looks at four sources for measuring national student performance: (1) the National Assessment of Educational Progress study of basic skills; (2) competency testing in reading, writing, and arithmetic; (3) college entrance examination scores; and (4) rates of educational attainment by sex, race, ability level, and socioeconomic status. (SK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

## h. MATH MINI ASSMT

## (d) Results

ED 222 553 TM 820 707

Enemark, Peter Wise, Laureess L.

Supplementary Mathematics Probe Study.  
Final Report.American Institutes for Research in the  
Behavioral Sciences, Palo Alto, Calif.; Edu-  
cation Commission of the States, Denver,  
Colo. National Assessment of Educational  
Progress.Spons Agency—National Inst. of Education  
(ED), Washington, DC.

Report No.—AIR-892-FR

Pub Date—14 Dec 81

Grant—NIE-G-80-0003

Note—83p.; Tables 9-13 are marginally legi-  
ble due to small print; For related docu-  
ments, see TM 820 708-712 and TM 820  
716.Pub Type— Numerical/Quantitative Data  
(110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Atti-  
tude Measures, Computer Assisted Instruc-  
tion, Educational Assessment, Instructional  
Improvement, \*Mathematics Achieve-  
ment, Models, National Surveys, \*Predic-  
tor Variables, Psychometrics, Racial  
Differences, School Role, Secondary Edu-  
cation, Sex Differences, \*Student Charac-  
teristics, Student EvaluationIdentifiers—Mathematics Mini Assessment  
(1976), \*National Assessment of Educa-  
tional Progress, \*NIE ECS NAEP Item De-  
velopment Project

Data from 10,000 17-year-old respondents to the National Assessment of Educational Progress (NAEP) 1975-76 Special Mathematics Probe (Basic Mathematics Assessment) were analyzed. The primary purpose was to identify respondents' background characteristics associated with basic mathematics achievement. The achievement items and 241 background variables were reduced through clustering techniques to composites: academic orientation; comfort/confidence about mathematics; community characteristics; effort in mathematics; extracurricular activities; individual program characteristics; locus of control; mathematics courses taken; personal demographics; school program variables; self esteem; and television watched. Causal models relating achievement to background found some relationship between the availability of specialized equipment, specifically computers, and student interest as evidenced by the number and level of mathematics courses taken by students with similar academic orientation and background. After these variables were controlled, internal locus of control and greater levels of mathematics confidence were significant predictors of achievement. Although related to attitudinal measures, predictors were generally the same for both sexes. Predictor patterns were generally similar with respect to race but large differences in

achievement levels were not explained by the variables. Descriptive analyses and summaries of achievement data from 13-year-old respondents are included. Primary type of information provided by the report: Results (Secondary Analysis). (Author/CM)

### 3. NAEP Publications Not Related to Specific Single Assessment

#### a. METHODOLOGICAL PUBLICATIONS

ED 044 438 TM 000 164  
*Holtzman, Wayne H.*

**The Changing World of Mental Measurement and Its Social Significance.**

Pub Date—Sep 70

Note—20p.; Presidential Address (Division 5) at the annual meeting of the American Psychological Association, Miami Beach, Florida, September 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, Computers, Educational Change, \*Educational Innovation, \*Equal Education, \*Evaluation, Measurement, \*Measurement Techniques, National Norms, Objective Tests, Social Change, Standardized Tests, \*Technological Advancement

Identifiers—National Assessment of Educational Progress

Prior to the late fifties test usage enjoyed a degree of acceptance which diminished as test impartiality was increasingly questioned. Criticisms of testing are delineated, including the discrimination implicit in normative testing itself and the application of resulting test scores. This criticism of measurement techniques has directed attention to other inequities in the educational system. Thus, the emergence of new educational techniques and related measurement techniques is a major force in educational reform, resulting in such innovations as new instructional techniques and curricula. Another important departure from standardized normative measures grows out of the increased concern for developing a national system of social indicators. One of the most significant changes in the field of mental measurement in recent years is a recognition of social, cultural, and linguistic variability. In conclusion, it is noted that the electronic computer is necessary to the implementation of most of the new developments in measurement. A bibliography is included. (Author/PR) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).

ED 051 298 TM 000 619  
*Womer, Frank B.*

**Measurement in Education: National Assessment Says.**

National Council on Measurement in Education, East Lansing, Mich.

Pub Date—Oct 70

Note—8p.

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. \$2.00 per year (4

issues); single issues 0.25 each in quantities of 25 or more

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, \*Attitude Change, \*Attitudes, Citizenship, Data Collection, Difficulty Level, Evaluation, Evaluation Methods, \*Knowledge Level, Longitudinal Studies, Measurement Techniques, Multiple Choice Tests, \*National Surveys, Sciences, \*Skills, Standardized Tests, Test Construction, Test Items, Young Adults, Youth

Identifiers—\*National Assessment of Educational Progress

National Assessment is a data gathering project designed to provide information, in ten subject areas, about knowledge, skills, understandings and attitudes of young people in this country, and to assess changes in these variables over time. The data is collected and reported at the item level. Each exercise was developed with emphasis on content validity, and is geared to sample a specific objective within a subject area. A striking feature of the first National Assessment report is that there are no scores or norms with which to compare results. Instead the individual exercises with the percent choosing or producing each response (p-values), both correct and incorrect, are given. This technique allows the reader to evaluate results and draw inferences for himself rather than just review an average or summary. Also, by looking at the P-values of wrong responses, considerable light may be shed on commonly held misconceptions. Generalizations discussed are based on exercises from the subject areas of Science and Citizenship, with only partial National Assessment results available for the latter, and are drawn by looking at the exercises as a total set of exercises, not as a total score. They are not to be construed as representing the National Assessment's viewpoint, as the selection of these generalizations, rather than others that might be drawn from the data, is a personal one. (Author/CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

ED 052 244 TM 000 650  
*Womer, Frank B.*

**Research Issues Arising from the National Assessment of Educational Progress.**

Pub Date—Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Conferences, \*Data Analysis, Demonstration Programs, \*Educational Objectives, Educational Research, Educational Testing, Evaluation Methods, Models, \*National Surveys, Performance, \*Sampling, Test Construction, Testing Problems, Test Reliability

Identifiers—\*National Assessment of Educational Progress

This symposium deals with recent issues in the development of the National Assessment model. General goals are outlined and the following topics are discussed: "Objectives and Exercises" (Jack C. Merwin); "Sampling" (A. Finkner); and "Data Analysis" (John Milholland). (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 064 393

*Rogers, W. Todd*

**Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.**

Colorado Univ., Boulder. Lab. of Educational Research.

Pub Date—[72]

Note—52p.

Available from—Laboratory of Educational Research University of Colorado, Boulder, Colorado

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Science, \*Correlation, \*Educational Programs, \*Hypothesis Testing, \*Models, Problem Solving, \*Program Evaluation, Sampling, Simulation, Theories, Values

Identifiers—\*Jackknifing Technique, National Assessment of Educational Progress

The jackknife is a general inferential technique intended to ameliorate the problems associated with inadequate sampling theory. The research reported herein is directed at investigating the utility of the jackknife for establishing confidence intervals on and testing hypotheses about the disattenuated correlation coefficient for small samples. A review of the literature is made. Several computer simulations were performed to investigate the utility of the jackknife. The theory of the jackknife implies that the jackknife statistic is approximately distributed as a Student - *t* variate with the appropriate degrees of freedom. Results include: (1) The direction of the difference between the theoretical and actual cumulative proportions of jackknife statistics which were at or below the 10 percentile points of comparison varied across the different values of  $p(TX, TY)$ ; (2) The jackknife was sensitive to changes in the values of the reliabilities for each combination of  $p(TX, TY)$  and *N*; Conclusions include: (1) It is unlikely that a mathematical model can be formulated to describe the sampling distribution; (2) The performance of the jackknife was sensitive to changes in the values of the input parameters; and (3) The jackknife can be used to set approximate confidence intervals. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Sampling).

ED 069 699

*Fremer, John And Others*

**Student Involvement in Test Development.** Educational Testing Service, Princeton, N.J.

TM 002 150



Report No.—ETS-TDR-72-3

Pub Date—May 72

Note—39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, College Students, \*Educational Improvement, Interviews, \*Measurement Techniques, \*Physical Education, Questionnaires, Rating Scales, Student Evaluation, \*Student Participation, \*Test Construction, Testing, Tests

Identifiers—AAHPER Cooperative Health Education Tests, Advanced Placement Examinations (CEEB), College Board Achievement Tests, National Assessment of Educational Progress, Undergraduate Program Field Tests

This report reviews the issue of student involvement in test development and presents summaries of instances of student contributions to tests and testing programs. The report goes on to describe a study in which a preliminary version of the Undergraduate Program Physical Education Test was administered on an experimental basis to a group of students majoring in physical education. These students evaluated a number of aspects of the draft test via a questionnaire and provided further reactions in interviews conducted by the authors. The responses of the students are analyzed and general themes identified. Suggestions are offered regarding future attempts to involve students in the test development process. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 074 620

EA 005 019

Conaway, Larry E.

Some Implications of the National Assessment Model and Data for State and Local Education.

Research Triangle Inst., Durham, N.C. Statistics Research Div.

Pub Date—26 Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Objectives, Educational Research, \*Evaluation, Evaluation Methods, \*National Norms, National Surveys, Standardized Tests, \*Testing

Identifiers—\*Assessment, National Assessment of Educational Progress

The National Assessment of Educational Progress is encouraging the interpretation of its data to make them more useful for local educators, and is facilitating the adaptation of NAEP procedures to State and local assessment programs. The Department of Utilization/Applications was formed in October 1971 to facilitate the use of technology developed and data produced by the commission. The implications of the NAEP model and data for local education are discussed. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

ED 078 091

Bonney, Lewis A.

Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.

Pub Date—73

Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accountability, Community Control, \*Criterion Referenced Tests, \*Curriculum Development, \*Educational Objectives, \*Evaluation Methods, Models, Program Descriptions, \*Student Evaluation

the steps taken by a large urban school district to develop and implement an objectives-based curriculum with criterion-referenced assessment of student progress are described. These steps include: goal setting, development of curriculum objectives, construction of assessment exercises, matrix sampling in test administration, and reporting of results. The model provides for local control of educational objectives with credible accountability to the people for instructional results. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

TM 002 911

ED 080 598

TM 003 115

Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.

Maine State Dept. of Educational and Cultural Services, Augusta.; Research Consortium for Educational Assessment.

Report No.—R-2

Pub Date—72

Note—74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Citizenship, Comparative Analysis, Data Analysis, Data Collection, Educational Research, \*Educational Status Comparison, \*Measurement Instruments, Secondary Education, State Programs, \*Student Evaluation, Tables (Data), Test Interpretation, \*Test Results, Writing Skills

Identifiers—\*Maine Assessment of Educational Progress, National Assessment of Educational Progress

The purpose of the Maine Assessment of Educational Progress (MAEP) in 1972 was to complete the first phase of a 10-year comprehensive needs assessment program involving students in public and non-public schools of the state. The total program is designed to provide specific information about knowledge, skills, understandings, and attitudes in 10 subject areas. The first phase investigated the areas of Citizenship and Writing, using a state-wide probability sample of Maine's 17-year-old student population and the National Assessment of Educational Progress (NAEP) model. This report discusses sampling consid-

erations, exercise package development, administration and scoring, data analysis plan, descriptive analyses, comparisons with National assessment, and within Maine analyses. The overall Citizenship results showed that there was a tendency for the Maine students to surpass national performance on concern for the well-being of others and respect for their rights as individuals. With respect to the Writing results, it is concluded that more emphasis on scholastic writing opportunities is needed to align Maine student performance with that of the Northeast region and the nation. (For appendixes to the report, which are bound separately, see TM 003 116; for a discussion of the study methodology, see TM 003 117.) (DB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 083 284

TM 003 246

Klein, Stephen P. Kosecoff, Jacqueline

Issues and Procedures in the Development of Criterion Referenced Tests.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TM-R-26

Pub Date—Sep 73

Note—18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Criterion Referenced Tests, Elementary Education, \*Mathematics, Secondary Education, \*Test Construction, \*Testing Programs, \*Tests

Identifiers—National Assessment of Educational Progress

The basic steps and procedures in the development of criterion referenced tests (CRT), as well as the issues and problems associated with these activities are discussed. In the first section of the paper, the discussions focus upon the purpose and defining characteristics of CRTs, item construction and selection, improving item quality, content validity, item and test bias, test scores, and packaging and other considerations. In the second section, the results of a survey conducted to assess current efforts in criterion referenced testing are summarized. Five defining characteristics—program focus, instructional dependence, objective and item generation, test models and packaging, and test scores—are provided for each of the following testing programs: California Test Bureau—McGraw-Hill, Prescriptive Mathematics Inventory; Comprehensive Achievement Monitoring; Individualized Criterion Referenced Testing; Instructional Objectives Exchange; MIN-NEAST Curriculum Project—University of Minnesota; National Assessment of Educational Progress; Southwest Regional Laboratory; System for Objectives Based Assessment—Reading, Center for the Study of Evaluation; UCLA; and Zweig and Associates. From this analysis, 10 questions that the CRT developer must answer in order to clarify the nature and purpose of a CRT are provided. (DB) Aspect of National Assessment (NAEP) dealt with in this document:

## CITATIONS

B.GEN.a

131

Procedures (Exercise Development).

ED 084 657 EA 005 636

*Pyecha, John N.*

**Minnesota Educational Assessment: A Comprehensive Planning Study.**

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.

Pub Date—Jan 73

Note—108p.

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, Administration, Data Analysis, Data Collection, Data Processing, \*Educational Assessment, Educational Planning, Educational Programs, Evaluation, \*Evaluation Methods, Information Dissemination, Information Utilization, \*Program Effectiveness, State Departments of Education, \*State Programs

Identifiers—Elementary Secondary Education Act Title III, Minnesota, National Assessment of Educational Progress

The proposed program represents a vehicle whereby Minnesota can conduct a comprehensive assessment of the State's educational progress. It can provide a means of periodically monitoring achievement in the cognitive, affective, and psychomotor domains. The program is modeled after the National Assessment of Education Progress (NAEP), an ongoing educational project designed to give educators and the lay public a better look at those knowledges and skills that American youth have acquired. NAEP provides for a systematic, continuous, census-like survey of knowledges, skills, understandings, and attitudes as exhibited by students and young adults in four age levels and across ten different subject areas. By following the NAEP model, Minnesota can hopefully reduce the Minnesota student assessment results to NAEP results for students in the nation as a whole, as well as for those in the Central Region; and take advantage of exercise administration, data collection, sampling, and data analysis methodologies developed by NAEP. (Portions of pages 29 and 86 may reproduce poorly.) (Author/WM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 088 750 SO 007 099

*Taylor, Bob L.*

**Use of the Model at the State and Local Levels.**

Pub Date—[73]

Note—15p.; Paper presented at the National Council for Social Studies (San Francisco, November, 1973)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Accountability, \*Achievement Rating, Comparative Analysis, Course Evaluation,

Criterion Referenced Tests, \*Educational Assessment, \*Evaluation Methods, \*Models, National Norms, \*National Surveys, Norm Referenced Tests, Program Evaluation, School Districts, School Surveys, State Programs, Statewide Planning, Student Evaluation

Identifiers—\*National Assessment of Educational Progress

The National Assessment, a census-like study to collect information concerning the educational attainment of Americans, is being adapted in many states with the results of the adaptations being used for decision making by state agencies or by teachers and administrators. The characteristics of the adaptations follow patterns related to this distinction of intended user. From among those states which have adapted the National Assessment as a model for assessment programs, this paper discusses the state-level programs in Maine, Connecticut, Texas, and Colorado and the district-level programs in Nebraska and Maryland. Although certain characteristics denote a good assessment program, the many possible variations open the model to misuse. Appropriate use of the national model can promote curriculum improvement and yield valuable information for decision making; for example, the necessity of determining behavioral objectives can lead to sharpened perceptions of educational aims, but the exercise can also narrow perspectives. Assessment data too can be misinterpreted and misapplied. An optimum use of the model is for accountability when applied to a total organization, such as a school. (JH) Aspect of National Assessment (NAEP) dealt within this document: Procedures (Replication).

ED 089 464 EA 006 051

*Adams, John W. Johnson, Randall E.*

**Minnesota Educational Assessment: Pilot Phase Results. Summary Report.**

Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.

Pub Date—Feb 73

Note—20p.; A related document is EA 005 636

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Accountability, \*Attitudes, \*Educational Assessment, Elementary Education, \*Mathematics, Program Effectiveness, \*Reading Ability, State Programs, State Surveys

Identifiers—Minnesota, National Assessment of Educational Progress

The main document, of which this report is a summary, covers the assessment activities of the Minnesota Department of Education from June 1971 through December 1972. This summary report contains a chapter-by-chapter overview of the full report, with a concentration on the conclusions and recommendations drawn from the reading, mathematics, and attitude findings of the study. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 096 348

TM 003 955

*Bryant, Edward C. And Others*

**Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.**

Westat Research, Inc., Rockville, Md.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—74

Note—216p.; For a related document, see TM 003 956

Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 (\$4.00)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Academic Achievement, Aspiration, \*Background, \*Data Analysis, Education, Educational Assessment, Educational Environment, \*Environmental Influences, Expectation, Income, \*Literature Reviews, Motivation, Occupations, \*Outcomes of Education, Performance Factors, Relationship, Self Concept, Socioeconomic Status, Student Attitudes, Student Characteristics

Identifiers—National Assessment of Educational Progress

The literature is reviewed that addresses the association between background factors and educational outcomes. After completing the review, Westat, Inc. issued this report which synthesizes the literature into correlates of academic performance and outcomes other than academic achievement. The former considers such background variables as socioeconomic status, personal characteristics of students, school variables, attitudes, motivations, self-perception, aspirations, intentions, and expectations. The latter discusses the relation of background factors to education, occupation, and income; considers socioeconomic status, ability, and attendance at college; looks at job experience as an outcome of education; and studies attitudes and motivations. Summaries of both sections appear, and a section detailing the report's conclusions and an epilogue describing the methodology used in relating background variables to outcomes are included. (SE) Primary type of information provided by report: Procedures (Background Variables).

ED 096 349

TM 003 956

*Bryant, Edward C. And Others*

**Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.**

Westat Research, Inc., Rockville, Md.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—74

Note—163p.; For a related document, see TM 003 955

Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 (\$2.00)

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC07 Plus Postage.**  
 Descriptors—\*Academic Achievement,  
 \*Background, Bibliographies, \*Education,  
 Educational Assessment, \*Environmental  
 Influences, \*Literature Reviews, \*Out-  
 comes of Education, Relationship, Student  
 Characteristics

Identifiers—National Assessment Of Educa-  
 tional Progress

Two hundred and thirty-two articles, re-  
 search reports, graduate dissertations, and  
 books, published between 1953 and 1973, are  
 listed in this bibliography for scholars, educa-  
 tors, and researchers. The bibliography is a  
 supplement to a report concerning the as-  
 sociation between educational outcomes and  
 background variables. A wide range of studies  
 is listed, including investigations of personal,  
 attitudinal, and environmental factors which  
 affect educational outcomes, and several sta-  
 tistical studies of educational outcomes and  
 background variables are highlighted. The  
 relevance of these studies to the objectives of  
 the National Assessment of Educational Pro-  
 gress is emphasized. (Author/SE) Primary  
 type of information provided by report:  
 Procedures (Background Variables).

ED 104 936

TM 004 394

Peng, Samuel S.

The Essence of Balancing: Adjustment of  
 Group Effects.

North Carolina Univ., Chapel Hill. L.L.  
 Thurstone Psychometric Lab.

Spons Agency—National Inst. of Education  
 (DHEW), Washington, D.C.

Pub Date—Apr 75

Grant—NE-G-00-3-0111

Note—25p.; Paper presented at the Annual  
 Meeting of the American Educational Re-  
 search Association, (Washington, D.C.,  
 March 30-April 3, 1975)

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Analysis of Variance, \*Com-  
 parative Analysis, Cultural Differences,  
 \*Groups, \*Individual Differences, Mat-  
 rices, Measurement Techniques, Predictor  
 Variables, Racial Differences, \*Sampling,  
 Socioeconomic Status, \*Statistical Anal-  
 ysis, Statistical Bias, Test Results

Identifiers—\*Balance, National Assessment  
 of Educational Progress

This paper was intended to promote a  
 deeper understanding of a statistical method  
 called balancing developed by National As-  
 sessment of Educational Progress. Problems  
 in estimating main effects when populations  
 are disproportionate, balancing solutions to  
 these problems, methods equivalent to bal-  
 ancing, interpretation of balanced results,  
 and some applications are considered and ac-  
 companied with examples. It is concluded  
 that properly balanced results or the adjusted  
 marginal means should be considered in stu-  
 dies in which group status or group compari-  
 sons are of a major concern. The process of  
 balancing can be used to identify variables  
 relating to outcome measures, and to test for  
 spuriousness of the group effects. (Author)  
 Aspect of National Assessment (NAEP)

dealt with in this document: Procedures  
 (Analysis).

ED 125 894

SE 020 834

Morrison, Max

Iowa Assessment Report in Mathematics,  
 1975-76 School Year.

Iowa State Dept. of Public Instruction, Des  
 Moines. Div. of Planning, Research, and  
 Evaluation.

Pub Date—[76]

Note—16p.; Not available in hard copy due  
 to marginal legibility of original document  
 Available from—State of Iowa, Department  
 of Public Instruction, Grimes State Office  
 Building, Des Moines, Iowa 50319 (free  
 while supply lasts)

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not  
 Available from EDRS.**

Descriptors—\*Achievement, Behavioral Ob-  
 jectives, Criterion Referenced Tests, \*Edu-  
 cational Assessment, Elementary School  
 Mathematics, Elementary Secondary Edu-  
 cation, \*Evaluation, \*Mathematics Educa-  
 tion, Secondary School Mathematics, State  
 Programs, \*Testing Programs

Identifiers—\*Iowa, National Assessment of  
 Educational Progress

The Iowa Assessment program used criterion  
 referenced tests developed for use with  
 students in grades 5 and 8. Participation by  
 local school districts was on a voluntary basis.  
 Lists of minimal objectives were developed  
 after reviewing textbooks and objectives  
 identified by the National Assessment of  
 Educational Progress. These objectives were  
 reviewed by mathematics teachers, and from  
 them 58 were selected for the beginning fifth-  
 grade level and 62 for the beginning eighth-  
 grade level. Four items were written for each  
 objective. This document presents the lists of  
 objectives and percent of students tested who  
 displayed mastery of each objective. (SD) As-  
 pect of National Assessment (NAEP) dealt  
 with in this document: Assessment Instru-  
 ments (Objectives).

ED 128 363

TM 005 485

Educators Look at Reading Results; Sum-  
 mary of Findings and Preliminary Inter-  
 pretation by the Richfield Reading Data  
 Analysis Committee.

Richfield Public Schools, Minn.

Pub Date—Mar 75

Note—39p.; For a related document, see TM  
 005 486

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Aca-  
 demic Standards, Age Differences, \*Educa-  
 tional Assessment, \*Elementary Secondary  
 Education, \*Program Evaluation, Program  
 Improvement, \*Reading Programs, \*Read-  
 ing Skills, School District Autonomy,  
 \*School Districts, Sex Differences, Student  
 Attitudes, Student Evaluation, Teacher  
 Participation, Test Results

## CITATIONS

Identifiers—Minnesota (Richfield), National  
 Assessment of Educational Progress,  
 \*Richfield Educational Assessment Pro-  
 gram

The Richfield Educational Assessment Pro-  
 gram is a district-wide effort to collect spe-  
 cific information about the knowledge, skills,  
 understandings, and attitudes of students in  
 selected areas. The information collected will  
 be used to help Richfield citizens and educa-  
 tors make decisions for program improve-  
 ment. The program closely parallels both the  
 National Assessment of Educational Pro-  
 gress and the Minnesota Educational Assess-  
 ment Program, but it allows a local district to  
 analyze the performance of its own students.  
 Before the assessment, teachers set the stand-  
 ards for student performance; Richfield was  
 the first district in the nation to set local  
 standards, or expectation levels, for perfor-  
 mance on items used in both the national and  
 state assessments. The 1973-74 program eval-  
 uated 9-, 13-, and 17-year-olds in four major  
 categories of reading skills: word identifica-  
 tion and word recognition; understanding of  
 word meanings, word relationships and sen-  
 tences; understanding of the relationships of  
 ideas in paragraphs and longer passages; and  
 applying basic reading skills for purposes of  
 studying, gathering information and follow-  
 ing directions. (BW) Aspect of National As-  
 sessment (NAEP) dealt with in this  
 document: Procedures (Replication).

ED 131 119

TM 005 845

Cramer, Elliot M. Appelbaum, Mark I.

An Evaluation of Some Methods Used in the  
 National Assessment of Educational Pro-  
 gress. Final Report.

North Carolina Univ., Chapel Hill. L.L.  
 Thurstone Psychometric Lab.

Spons Agency—National Inst. of Education  
 (DHEW), Washington, D.C.

Pub Date—76

Grant—NEG-00-3-0111

Note—131p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Achievement,  
 Analysis of Covariance, \*Analysis of Vari-  
 ance, Comparative Analysis, \*Groups,  
 \*National Surveys, \*Statistical Analysis  
 Identifiers—\*Balance, National Assessment  
 of Educational Progress, Nonorthogonal  
 Analysis of Variance

A recurring problem in educational re-  
 search has been the adjustment of data to  
 account for initial differences among ob-  
 served groups of individuals on attributes un-  
 controllable by the researcher. The procedure  
 called "balancing" is introduced in the Na-  
 tional Assessment of Educational Progress  
 report as an adjustment method for this pur-  
 pose. Since it is apparent that balancing is  
 being used extensively both in the NAEP  
 work and in the analysis of data from state  
 assessments, this research aims at the de-  
 velopment of a better understanding of the  
 method and an evaluation of its strengths and  
 weaknesses. The investigation of the nature  
 of balancing required a detailed investigation



of the nonorthogonal analysis of variance, the fundamental concepts of marginal means and marginal populations, as well as the investigation of balancing-like data analytic techniques such as "smear and sweep," analysis of covariance, and standardization. It was concluded that the general framework of nonorthogonal analysis of variance encompasses the most useful of the adjustment procedures when used in conjunction with the estimation of weighted marginal means. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Analysis).

ED 137 412 TM 006 221  
Conaway, Larry E. And Others

An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.; Research Triangle Inst., Durham, N.C.; Westinghouse Learning Corp., Iowa City, Iowa.

Pub Date—May 76

Note—157p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Age Groups, \*Comparative Testing, Demography, \*Educational Assessment, \*Elementary Secondary Education, Family Characteristics, \*Mathematics, National Norms, Norm Referenced Tests, Parent Education, Racial Differences, \*Reading, Research Design, Research Methodology, Sampling, School Role, Sex Differences, Spanish Speaking, \*State Programs, Statistical Analysis, Student Characteristics, Testing Programs, Test Results

Identifiers—\*Florida National Assessment Replication, Florida Statewide Assessment Program, National Assessment of Educational Progress

This report of the results of the 1974-75 Florida National Assessment Replication in reading and mathematics at the 9-, 13-, and 17-year-old age levels consists of several major parts: an overview of the assessment design and methodology, comparisons of performance levels for groups of Florida students within each age level, comparisons of performance levels for groups of Florida students across age levels, and comparisons of Florida performance levels with National Assessment performance levels. Chapter 2 describes the design and methodology of Florida's National Assessment Replication in reading and mathematics. Chapter 3 reports comparisons of reading and mathematics performance levels for groups of Florida 9-, 13-, and 17-year-olds classified by home, school, and student characteristics. The reporting variables are sex, race, size and type of community, parents' education, reading materials in the home, and Spanish as a native language. Chapter 4 compares reading and mathematics performance levels across ages on items administered at more than one age.

Chapter 5 presents comparisons of reading and mathematics performance levels for Florida students and National Assessment groups at ages 9, 13, and 17. Comparisons are made between Florida and the Nation and between Florida and the Southeast. Comparisons are also made between groups of students from Florida and the Nation classified according to sex, race, size and type of community, and parents' education. (Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 141 214 SO 010 048  
Social Studies Highlights Report, 1974-75. Bulletin 1459.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—76

Note—74p.; Some tables may be of marginal print quality; Report prepared by Bureau of Educational Assessment, State Dept. of Education

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Civics, Comparative Analysis, \*Educational Assessment, \*Educational Needs, Elementary Secondary Education, Evaluation, \*Social Studies, \*State Surveys, Tables (Data), \*Test Results

Identifiers—\*Louisiana

Methodology and results of social studies assessment in Louisiana are reviewed, and student performance is compared to national and southeast regional norms. A total of 15,000 students ages nine, 13, and 17 were surveyed during 1974-75. The assessment instrument covered five major objectives of social studies instruction as identified by a community survey. Some of the questions were based on National Assessment of Educational Progress social studies items. Results show that the nine-year-olds are slightly below the national average and even with peers in the southeast. They score highly in commitment to democratic principles, but have low understanding of the human condition and government machinery. The 13-year-olds score below national and regional averages. Comprehension of governmental apparatus and commitment to democratic principles are both low. The 17-year-olds, also below national and regional averages, have a good understanding of the human condition and the workings of government. However, they have difficulty in reaching conclusions logically. Charts illustrate comparative achievement by age groups. Additional sections of the report (1) compare student performance within state regions, (2) list percentages of correct and incorrect responses to specific questions by age group, and (3) suggest remedial actions for parish, state, and university groups. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 147 372

TM 006 839

McCord, Tom B.

How Can Local School Districts Use NAEP Data.

Pub Date—5 Apr 77

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Affluent Youth, Elementary Education, Females, \*Grade 4, Intermediate Grades, Males, \*Mathematics, National Norms, \*Norm Referenced Tests, Parent Participation, \*Pilot Projects, Program Costs, \*School Districts, Scoring, Socioeconomic Background, Suburban Youth, Testing Programs, Volunteers

Identifiers—\*Cheyenne Mountain School District CO, Colorado (Colorado Springs), National Assessment of Educational Progress

The Cheyenne Mountain Schools, a small suburban school district in Colorado Springs, Colorado, used the National Assessment of Educational Progress (NAEP) data to compare the mathematics achievement of its nine-year-old pupils with pupils of the same age living in similar communities across the United States. Working closely with NAEP personnel, school district representatives chose 65 NAEP exercises to be used in the assessment. District personnel reprinted the exercises, duplicated the NAEP audio tapes of test instructions, and relicated NAEP scoring and tabulation materials. A volunteer group of 12 mothers from the district hand-scored and tabulated the results. The resulting data were compared to NAEP data for nine-year-olds from communities classified as "high metro," large urban areas where a high proportion of adults are in professional or managerial positions. Among nine-year-olds in the Cheyenne Mountain Schools: (1) Boys performed significantly higher than their national counterparts on 13 of the 65 NAEP exercises, and significantly lower on 13; (2) girls performed significantly higher on 16 items, and significantly lower on 21; and (3) the combined performance of boys and girls was significantly higher on 14 exercises, and significantly lower on 15. (Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 170 347

TM 008 730

Citizenship. A Statewide Assessment in Texas.

Texas Education Agency, Austin.

Pub Date—78

Note—85p.; For related documents, see TM 008 732; Best copy available

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Measures, \*Citizenship, \*Educational Assessment, \*Educational Objectives, Elementary Secondary



Education, Performance Factors, \*Political Attitudes, \*Political Science, \*Social Attitudes, State Programs, State Surveys, Student Attitudes, Student Characteristics, Tables (Data), Testing Programs, Test Results

Identifiers—National Assessment of Educational Progress, Texas, \*Texas Assessment Project

Citizenship test items developed by the National Assessment of Educational Progress were administered to a large sample of 9, 13, and 17-year old students, as part of the Texas Assessment Project. The knowledge and attitudes assessed fell into three categories: (1) political knowledge: constitutional rights, governmental structure, governmental function, and general knowledge; (2) political attitudes: constitutional rights, political processes, and necessity for law; and (3) social attitudes: equal opportunity and respect for others. The resulting data are presented in terms of the percentage answering correctly for each age group. Data are also presented according to each of the following subpopulations or factors: geographic region; type of school district (rural, urban, etc.); school district size; school district expenditure per student; racial or ethnic group; sex; family income; and language spoken at home. (The 101 items administered to the students are included in the appendix.) (GDC) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 177 571 CS 205 208  
Applebee, Arthur N.

Trends in Written Composition.

Pub Date—Oct 79

Note—27p.; Paper presented at the Midwest School Improvement Forum (Milwaukee, WI, October 23-25, 1979)

Pub Type—Speeches/Meeting Papers (150)  
—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, English Instruction, \*Evaluation Methods, \*Inservice Teacher Education, Trend Analysis, \*Writing (Composition), \*Writing Processes, \*Writing Research, \*Writing Skills

Identifiers—National Assessment of Educational Progress

Recent trends in composition research indicate that attention has turned away from the parts of the writing product toward the steps involved in the writing process. There are two common threads to this research: (1) writing has a number of distinct stages including pre-writing, writing, and editing, and (2) errors are a natural part of learning, and are often an indication of progress and growth, rather than of a mistake that needs to be eradicated. Trends in evaluation of written composition include a return to the use of the writing sample, scored holistically, or for "primary traits" (a system developed for the National Assessment of Educational Progress). Another important trend in teaching writing involves inservice education programs, such as the Bay Area Writing Project, that seek to in-

volve the teachers in writing themselves and thereby aid in their understanding of the writing process. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 184 133 CS 205 443  
DoDDS Language Arts Assessment Results, 1977-78.

Dependents Schools (DOD), Washington, D.C.

Pub Date—[78]

Note—12p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, Federal Government, \*Language Arts, \*National Surveys, \*Program Effectiveness, Secondary Education, \*Writing (Composition), \*Writing Research, \*Writing Skills

Identifiers—National Assessment of Educational Progress

The results of two large scale assessment efforts by the United States Department of Defense Office of Dependents Schools (DoDDS) are set forth in tabular form in this booklet. First described is the initial DoDDS assessment of composition skills—administered to several thousand eighth and eleventh grade students in the spring of 1978—that consisted of a set of survey questions and the collection of two writing samples from each pupil. Pupil essays, scored on a system developed by the National Assessment of Educational Progress (NAEP), are compared to essays obtained in NAEP's 1974 national assessment of composition. An analysis of the survey responses mentions that over half the students state that they write less than three times per week in English classes, with 30% of eleventh and 21% of eighth grade students reporting that they write less than once per week. The second test described is the annual DoDDS English program assessment given to 1,600 eighth and eleventh grade students worldwide in the DoDDS system. Scores were compared to and averaged higher than the average pupil score on the NAEP. Weak areas cited for eighth grade students are literal reading comprehension and organization of sentences into a paragraph; for eleventh grade students weak areas are interpretive reading comprehension, English usage, and selecting topic sentences. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 189 187 TM 800 369  
Torgeson, Ronald M.

Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—[77]

## CITATIONS

Note—56p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, \*Reading Achievement, Reading Comprehension, \*Reading Tests, \*State Programs, Student Evaluation, Testing Programs, Word Recognition, Word Study Skills

Identifiers—National Assessment of Educational Progress, \*North Dakota

Information is provided concerning the reading performance of North Dakota students and is reported as the percentage of correct responses for each objective. Students in grades 4, 8, and 11 in North Dakota's public and private schools were assessed. Information about basic reading objectives was collected in order to evaluate their relationship with student performance. The objectives were organized into four Domains, each encompassing clearly stated goals: (1) Word Identification and Word Recognition Skills; (2) Word and Sentence Comprehension; (3) Comprehension of Longer Discourse; and (4) Reading Study Skills. A criterion-referenced instrument (reading exercises appropriate for a grade level, and those cutting across two or more levels) was used to conduct the assessment. Findings showed general performance across the grade levels to be good, with the following areas requiring attention: practical application of syllabication, prefixes, roots and suffixes; competence in word relationships/meanings and sentence meanings; critical and judgmental reading; and using visual displays for identification of details and inferences. Also included are recommendations and use of the assessment information. (Author/GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 195 576 TM 810 026  
Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—13 Jun 80

Note—110p.

Pub Type—Collected Works - Proceedings, (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Methods, Higher Education, Holistic Evaluation, \*Scoring, Teacher Workshops, \*Writing (Composition), \*Writing Skills

Identifiers—Analytic Scoring, Generalizability Theory, National Assessment of Educational Progress, Primary Trait Scoring

The proceedings of a one-day training seminar on the assessment of writing proficiency are presented. The seminar was designed to

## CITATIONS

B.GEN.a

135

bring educators up to date on newly developed assessment methods and to help them see the developmental directions of the future. The program was divided into two parts: large-group presentations and small-group training sessions. Texts of the three presentations were reproduced in their entirety and dealt with: (1) a challenge to measurement specialists to make writing assessments relevant and useful to the classroom teacher; (2) an analysis of the similarities and differences between direct (writing samples) and indirect (objective tests) measures of writing; and (3) some possibilities for future approaches to writing assessment. Each of the four training sessions offered a practical set of hands-on experiences to help participants conduct better writing assessment. Session one provided participants with instruction and practice in conducting holistic, analytical, and primary trait scoring. Session two provided holistic scoring in greater depth. Session three provided primary trait scoring in greater depth. Session four provided participants with instruction in the application of generalizability theory to the reliability of writing sample ratings. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development) (Scoring).

ED 198 155 TM 810 081  
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.  
Education Commission of the States, Denver, Colo.

Spons Agency—Dependents Schools (DOD), Washington, D.C.

Pub Date—Dec 80

Contract—MDA-903-80-C-0025

Note—143p.

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Comparative Testing, \*Educational Assessment, Elementary Secondary Education, \*Scores, Writing (Composition), \*Writing Skills

Identifiers—Department of Defense, \*Dependents Schools, \*National Assessment of Educational Progress, Primary Trait Scoring

A special assessment of writing skills was conducted during the 1979-80 school year for the Department of Defense Dependents Schools (DoDDS) by the Education Commission of the States. The purposes of the study were to examine the writing abilities of 9-, 13-, and 17-year-olds enrolled in the DoDDS System, and to compare their writing abilities with students enrolled in U.S. schools, as reported by the National Assessment of Educational Progress. The assessment focused on the students' ability to write for a specific purpose. Items presented to students during the assessment are appended. Essays were scored by the primary trait system. In order to ensure comparability of DoDDS results, National Assessment procedures were closely replicated. The report is

organized by age group. Within each chapter, results on items administered to that age group are presented as is a discussion of the relationships among performance on various tasks. The comparison between DoDDS and their counterparts as measured by the National Assessment is included at the end of each chapter. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 199 299 TM 810 339  
Anderson, Ronald E. And Others  
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

Minnesota Univ., Minneapolis. Center for Social Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[81]

Grant—NSF-SED-79-17259

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Rating, \*Data Analysis, Educational Assessment, Elementary Secondary Education, National Surveys, \*Research Design, \*Research Methodology, \*Research Problems

Identifiers—\*Data Interpretation, \*National Assessment of Educational Progress

The organization of data at the National Assessment of Educational Progress (NAEP) is undergoing a significant transition from a system designed only for national assessment purposes to one designed both for assessment and a variety of academic research interests. The advent of NAEP public-use data files opens up many possibilities for those who have the skills, time, and resources to do secondary analysis. An analysis of the mathematics test items is presented which demonstrates alternate procedures for developing indicators of mathematics achievement. This analysis demonstrates that the NAEP item subsets will not always meet conventional psychometric criteria. This failure to meet standard achievement test criteria does not mean that secondary analysis of the data is unwise. It does imply, however, that interpretation of findings, especially those using subtests, must be made cautiously. Limitations of the methodology must be acknowledged. Conventional achievement testing is not item-centered like assessment testing. The measurement priority of assessment is stability across multiple testings, not relative comparisons among persons. Consequently, standards of item discrimination and construct validity have obviously less import. Of far greater importance for assessments are standards of face validity, content validity, internal consistency and the application of rigorous data analysis techniques. (Author/RL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 224 812 TM 820 814  
Hogan, Thomas P. Mishler, Carol  
Relationships Among Measures of Writing Skill.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[82]

Note—43p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Comparative Testing, Criterion Referenced Tests, \*Measurement Techniques, Scoring, Test Reliability, \*Writing Evaluation, \*Writing Research, \*Writing Skills

Identifiers—National Assessment of Educational Progress

This literature review summarizes what is currently known about the agreement among six measures of writing skills. Three of these methods involve the application of human judgment in scoring or rating a piece of writing: holistic, analytical, and primary trait scoring. Two methods involve anatomical or taxonomic analysis of a piece of writing: computer analysis and syntactic analysis. The final method involves the use of objective (usually multiple-choice) tests of writing-related skills. The research on relationships among the various measures of writing skills admits of relatively few well-established generalizations. Relationships among some pairs of measures have been well researched, while relationships among other pairs of measures have been virtually untouched by empirical studies. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring). {Author/PN}

EJ 023 713 AA 506 726  
Worner, Frank B.

Reexamination of Multiple-Choice Testing

Pub Date—Apr-May '70

Journal Cit—Educ; 90; 4; 385-89

Descriptors—\*Content Analysis, \*Educational Testing, \*Multiple Choice Tests, \*Test Validity

Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Multiple Choice Exercises).

EJ 040 104 TM 500 202  
Berdie, Frances S.

What Test Questions are Likely to Offend the General Public

Pub Date—Sum 71

Journal Cit—Journal of Educational Measurement; 8; 2; 87-93

Descriptors—\*Community Attitudes, Evaluation, \*Public Opinion, \*Test Construction, \*Testing Problems

Identifiers—\*National Assessment of Educa-

tional Progress  
Aspect of National Assessment (NAEP)  
dealt with in this document: Procedures  
(Conceptual).

EJ 096 959 SO 502 837  
*Larkins, Guy A.*

NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 425-427

Descriptors—Achievement Gains, \*Educational Assessment, Evaluation Methods, \*Sampling, Social Studies, \*Test Construction, Test Results

Identifiers—National Assessment of Educational Progress

Suggestions for adapting NAEP procedures for local use are based on the assumptions that instructional decisions can be improved through systematic gathering of data and that every student is not tested. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

EJ 059 390 EA 505 009  
*Talle, Roger*

Application of the National Assessment Model to State and Local Assessment Needs

Pub Date—May 74

Journal Cit—Educational Planning; 1; 1; 41-45

Descriptors—\*Educational Assessment, \*Educational Planning, \*Federal State Relationship, \*State Programs

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

EJ 108 228 SP 503 139  
*Alvord, David J. Brittingham, Barbara E.*  
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations

Pub Date—Oct 74

Journal Cit—Journal of Educational Research; 68; 2; 59-61

Descriptors—\*Criterion Referenced Tests, \*Educational Objectives, Grade 4, \*Norm Referenced Tests, \*Program Evaluation, \*Reading Ability, Students

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 137 938 CS 707 182

*Shafer, Robert E.*

National Assessment: Backgrounds and Projections

Pub Date—Win 76

Journal Cit—English Education; 7; 2; 67-78

Descriptors—Academic Achievement, \*Accountability, Business Administration, Elementary Secondary Education, \*English Instruction, \*Evaluation Methods, \*Government Role, Social Values, Standardized Tests, Systems Approach, Teacher Evaluation

Identifiers—\*National Assessment of Educational Progress

English teachers need to be informed and concerned about the effects of mass testing on English curriculum and instruction. (JH) Aspect of National Assessment (NAEP) dealt with in this document: Procedures.

EJ 150 831 TM 502 493

*Appelbaum, Mark I. Cramer, Elliot M.*

Balancing: Analysis of Variance by Another Name

Pub Date—Aut 76

Journal Cit—Journal of Educational Statistics; 1; 3; 233-52

Descriptors—\*Analysis of Variance, Educational Research, Measurement Techniques, Statistical Analysis, \*Statistical Surveys

Identifiers—\*Balance, Estimation (Mathematics), Main Effects Model, Marginal Means, National Assessment of Educational Progress, Nonorthogonal Analysis of Variance

The estimation procedure used in balancing is shown as the equivalent to that employed in the monorthogonal analysis of variance in an additive model. The nature of weighting schemes for the definition of marginal populations is considered, as well as these various schemes to interpretation of results. (MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 188 017 TM 503 536

*Rogers, W. Todd And Others*

Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment

Pub Date—W 77

Journal Cit—Journal of Educational Measurement; 14; 4; 297-311

Descriptors—\*Attrition (Research Studies), \*Data Collection, High Schools, National Surveys, Probability, Sampling, \*Statistical Bias, \*Statistical Surveys

Identifiers—National Assessment of Educational Progress

The bias attributable to nonresponse in population estimates in the field of education was studied. Data were collected from responses to mathematics and science exercises administered by the National Assessment of Educational Progress to a probability sample of 17-year olds, as well as a probability sam-

ple selected from nonrespondents. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).

EJ 233 271 TM 505 575  
*Burton, Nancy W.*

Stability of the National Assessment Scoring Methods

Pub Date—80

Journal Cit—Journal of Educational Measurement; v17 n2 p95-105 Sum 1980

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Career Development, \*Educational Assessment, Elementary Secondary Education, Item Analysis, National Surveys, \*Scoring, \*Test Items, \*Test Reliability, Writing Skills

Identifiers—\*National Assessment of Educational Progress

Analysis of variance methods were used to investigate the reliability of scores on open ended items in the National Assessment of Educational Progress. The study was designed to determine their stability over seven different scorers and time of scoring during a three-month interval. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).

EJ 260 758 TM 506 727  
*Burton, Nancy W.*

Estimating Scorer Agreement for Nominal Categorization Systems

Pub Date—81

Available from—Reprint: UMI

Journal Cit—Educational and Psychological Measurement; v41 n4 p953-62 Win 1981

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—Educational Assessment, Elementary Secondary Education, Quality Control, \*Scoring, \*Test Reliability  
Identifiers—Categorical Data, \*Inter Rater Reliability, Kappa Coefficient, \*National Assessment of Educational Progress, Percent of Agreement

This study was concerned with selecting a measure of scorer agreement for use with the National Assessment of Educational Progress. The simple percent of agreement and Cohen's kappa were compared. It was concluded that Cohen's kappa does not add sufficient information to make its calculation worthwhile. (Author/BW) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).



## b. SPECIAL ANALYSES

ED 051 281 TM 000 597

Clark, Phillip I. And Others

The Use, Misuse, and Abuse of Tests.

New England Association for Measurement and Evaluation in Guidance.

Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y.; Rhode Island State Agency for Elementary and Secondary Education, Providence.

Pub Date—May 70

Note—35p.; Report on the First Annual NEAMEG Conference on Measurement in Education, Newport, Rhode Island, May 14-15, 1970

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Accountability, Computer Oriented Programs, \*Conference Reports, Confidentiality, Criterion Referenced Tests, Educationally Disadvantaged, Federal Programs, \*Measurement, National Programs, Norms, Relevance (Education), State Surveys, \*Testing, \*Test Interpretation, Tests

Identifiers—Jensen Report, \*National Assessment of Educational Progress

The New England Association for Measurement and Evaluation in Guidance (NEAMEG) Conference on Measurement in Education was designed to (1) provide a forum for the examination and discussion of vital issues related to measurement and evaluation; (2) facilitate communication among educators from various disciplines and levels of education within the New England region, and to encourage their active involvement in "attacking" current identified problems and concerns relating to the use of tests and other evaluative devices; and (3) stimulate the development of a series of position papers stating the views of the professional members of the NEAMEG as a group, which may serve as guidelines for education. The proceedings include: "Innovative Test Usage for Individual Pupil Growth," Philip I. Clark; "National Assessment," Thomas R. Knapp; "State Testing Programs," Paul B. Campbell; "Testing the Disadvantaged," Lenore A. DeLucia; "Computerization in Relation to Testing and Evaluation," James R. Baker; "Testing and its Relevancy to the Seventies," Thomas Burns; "Federally Funded Programs," Thomas Burns; "Disclosure of Test Results," Thomas P. Nally; "Norms: Fact or Fancy," Walter N. Durost; "Tests: Who or What is Being Evaluated," C. Thomas Skoggs; and "The Jensen Report," Paul B. Campbell. A summary of the discussion by the reactors to each presentation follows each paper. (DG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 053 086 SP 005 127

The Shape of Education for 1971-72.

National School Public Relations Association, Washington, D.C.

Pub Date—71

Note—64p.

Available from—National School Public Relations Association, 1201-16th St., N.W. Washington, D.C. 20036 (Stock No. 411-12790; Single copy \$3.00, discounts on quantity orders)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activism, \*Child Care, Community Schools, Educational Vouchers, Federal Aid, Federal Legislation, \*National Competency Tests, Open Plan Schools, \*Pass Fail Grading, \*Performance Contracts, \*Program Budgeting, Program Development

Identifiers—National Assessment of Educational Progress, Planning Programming Budgeting System

This collection of 12 articles, prepared by the editors of the weekly newsletter "Education USA," attempts to highlight significant new developments that have surfaced as major education issues. The aim of the collection is to provide "an authoritative, up-to-date report on what's new in education in one book." The articles cover such topics as the Nixon Administration's attitude toward education, performance contracts and education vouchers, PPBS (Program Planning Budgeting Systems), results of the National Assessment of Educational Progress, pass-fail grading, child care centers, informal schools, community schools, and student militancy. (RT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Evaluation).

ED 082 290 EA 005 363

Mushkin, Selma J. Stageberg, Stephen

National Assessment and Social Indicators, January 1973.

Georgetown Univ., Washington, D.C. Public Services Lab.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-11111

Pub Date—73

Contract—OEC-0-70-4454

Note—58p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock No. OE-73-11111, \$0.85 or \$0.60 GPO Bookstore)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Assessment, \*Federal Programs, Futures (of Society), \*Measurement, Sex Differences, \*Social Characteristics, Social Influences, Statistical Data, \*Tests

Identifiers—\*Assessment, National Assessment of Educational Progress

National Assessment is a survey of how much U.S. citizens know about and what they are capable of doing in 10 broad subject areas. This pamphlet outlines the types of findings on educational achievement that might be made from the statistical data on knowledge,

attitudes, and skills being gathered. Additionally, the report examines social indicators that could be developed from the data; explores the use of National Assessment data for the understanding of educational achievement; and considers how National Assessment might contribute to a measurement of the quality of life. (Author/JF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 083 677 EA 005 513

Simon, Kenneth A. Grant, W. Vance

Digest of Educational Statistics, 1972 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Bureau No.—DHEW-OE-73-11103

Pub Date—73

Note—178p.; A related document is ED 066 833

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01139, \$2.35 or \$2.00 GPO Bookstore)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Degrees (Academic), Dropout Rate, Educational Facilities, \*Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, \*Higher Education, Income, Libraries, Public Television, School Districts, School Holding Power, \*Secondary Education, \*Statistical Data, Teachers

Identifiers—National Assessment of Educational Progress

The 11th in a series of annual publications, this document provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment in high school subjects; teaching and research staff in institutions of higher education, by academic field; expanded coverage of gifts and grants to colleges and universities; employment of recent college graduates; public television stations by type of programming and license; and summary data from the National Assessment of Educational Progress in writing, citizenship, science, reading, and literature. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).



ED 100 739

SO 008 019

*Fair, Jean*

**A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.**

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—74

Note—25p.; Related documents are SO 008 020-026; the names of those involved in the NCSS project are appended

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship, \*Educational Assessment, \*Educational Objectives, Educational Research, \*Evaluation, Evaluation Methods, Measurement Objectives, National Surveys, \*Social Studies

Identifiers—\*National Assessment of Educational Progress

This document introduces a study conducted by the National Council of Social Studies (NCSS) to review, interpret, and disseminate findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special Steering Committee working under the auspices of NCSS. Six tasks were identified by the committee to examine NAEP: methods and procedures; the validity of the exercise; interpretation of the findings; consistency of the exercises with NCSS Social Studies Curriculum Guidelines; desirability, and realistically satisfactory performance levels; the assessment model; and dissemination. Also included in this document is background information on the NAEP, the purpose of which was to make available to those interested in education the attainments of students in citizenship and social studies. A major portion of this document focuses on NAEP decisions on a host of issues; for example, in considering objectives, who was to decide what was to be assessed in social studies and, moreover, what the basic criteria should be for the objectives. The latter portion of the document points out that the NAEP assessment in itself is neither an evaluation nor explanation, but is a collection of data provided in national percentages for performance of each exercise, by age, regions, sex, race, parental education, and size and type of community. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 740

SO 008 020

*Larkins, Guy A.*

**Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures—Task 1. Final Report Parts 1 and 2.**

National Council for the Social Studies,

Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—73

Note—115p.; Related documents are SO 008 019-026

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Citizenship, \*Educational Assessment, \*Educational Objectives, Educational Research, Evaluation, \*Evaluation Criteria, Evaluation Methods, Measurement Objectives, National Surveys, Research Criteria, \*Social Studies

Identifiers—\*National Assessment of Educational Progress

The first part of Task 1 of the final report provides a critique of National Assessment of Educational Progress (NAEP) objectives. The report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The first section examines whether the objectives meet the NAEP criteria that specialists in the subject area consider authentic from the viewpoint of the discipline, that school people recognize as desirable educational goals, and that parents agree are important for youth to know. The second section analyzes whether objectives meet the National Council for Social Studies Curriculum Guidelines of knowledge, abilities, valuing, and social participation. Section 3 examines whether the current objectives for citizenship and social studies overlap with objectives from other NAEP subject area assessments. Part 2 of the final report on Task 1 examines the criteria and procedures used to develop citizenship and social studies exercises for the assessment. The technical aspects of instrumentation, sampling, data analysis, and procedures are analyzed for validity and reliability. (DE) Primary type of information provided by report: Results (Evaluation) (Interpretation).

ED 100 741

SO 008 021

*Hunkins, Francis P.*

**Validity of Social Studies and Citizenship Exercising—Task 2. Final Report.**

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Sep 73

Note—130p.; Related documents are SO 008 019-026

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Citizenship, \*Educational Assessment, Educational Objectives, Educational Research, \*Evaluation, Evaluation Criteria, Measurement Instruments, Measurement Objectives, \*Social Studies, Tests, \*Test Validity

Identifiers—\*National Assessment of Educational Progress

This report represents part of an investiga-

tion coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The purpose of Task 2 was to review independently the National Assessment of Educational Progress Social Studies and Citizenship exercises as to the extent to which confidence could be placed in them. The major criterion for this confidence was the degree to which the test exercises have content validity or the degree to which the exercises are a direct measure of the objectives developed for the assessment. Secondary criteria included whether the exercises could be utilized as models by teachers in developing their own evaluation instruments, cognitive and affective levels, age appropriateness, and appropriateness of the situation in which the exercises were administered. The results indicated that of the 194 exercises prepared for social studies, 85 percent (164) were considered valid. The majority of exercises were of proper age and difficulty level, although a few were too difficult for 9-year-olds and too easy for upper age levels. Of the 152 exercises prepared for citizenship, 93 or 61 percent were considered valid. Only 55 percent of the exercises could be utilized as models by teachers while most valid exercises were of proper age and difficulty level. As a whole the citizenship exercises did not measure up as well as the social studies exercises. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 742

SO 008 022

*Cox, C. Benjamin*

**An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions—Task 3. Final Report.**

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Jul 74

Note—138p.; For related documents see SO 008 019-026

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Citizenship, Data Analysis, \*Educational Assessment, Educational Objectives, Educational Research, \*Evaluation, Evaluation Criteria, \*Government (Administrative Body), Institutions, Knowledge Level, Measurement Instruments, National Surveys, \*Social Studies

Identifiers—\*National Assessment of Educational Progress

The Task 2 report, representing part of an investigation coordinated by a committee working under the auspices of the National Council for the Social Studies, provides an analysis of the responses to a selected set of 48 exercises within the NAEP for Social Studies. One section of the exercises deals with the knowledge of structural elements of government institutions, while the second set deals with the knowledge of rights and duties

## CITATIONS

within these institutions. The analysis involves the breakdown of data by ages 9, 13, 17, and adult; northeast, southeast, central, and west regions of the U.S.; two sexes; white and black races; four levels of parents' education; and seven size and type of community categories. The results indicate the lowest level of knowledge at age 9 and the highest level of knowledge at age 17, and show that those persons in all age levels whose parents went to college, persons who live in relative affluence, persons who live in the northeast part of the country, males at age 17 and as adults, and whites at all ages are most able in all categories of assessment. Conversely, those persons whose parents never went beyond the eighth grade, persons who live in the inner city, persons who live in the southeast part of the country, females, and blacks do not score as well on the exercises as do persons in most other categories. One drawback of the assessment is that it provides only descriptive data and does not account for the differences in the results. Tentative analysis and hypotheses for the differences are presented by the author. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 743 SO 008 023  
Taylor, Bob L.

### Potential Uses of the National Assessment Model at the State and Local Levels—Task 4. Final Report.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Sep 73

Note—52p.; Related documents are SO 008 019-026

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, \*Citizenship, Curriculum Development, \*Curriculum Evaluation, Diffusion, \*Educational Assessment, Educational Objectives, Educational Research, Evaluation, Evaluation Criteria, Measurement Instruments, \*Models, National Surveys, Program Effectiveness, \*Social Studies

Identifiers—\*National Assessment of Educational Progress

Task 4 of an investigation coordinated by a committee working under the auspices of the National Council for Social Studies describes the model used by the National Assessment for data gathering and reporting on the citizenship area and discusses its potential uses for state and local assessment, curriculum development, and accountability purposes. The seven basic components of the assessment model include objectives development, exercise development, sampling plan, administration of exercises, scoring and analysis, reporting and dissemination, and utilization of information. Maine, Connecticut, Texas, and Colorado have adopted the national model for use in state assessments of learning outcomes. To date three school dis-

tricts—Lincoln, Nebraska, San Bernardino, California, and Montgomery County, Maryland—are using an adaptation of the model at the district level. Thirteen characteristics for a good assessment program are suggested for developing an adaptation model. The reports on both science and citizenship have resulted in strong recommendations for curriculum changes. As data are gathered at the state level through the use of the model and its adaptations, specific suggestions for changes may be made. Based on the national model, adaptations are proposed which provide a basis for both teacher and program accountability. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 744 SO 008 024  
Scriven, Michael

### Evaluating Social Studies and Citizenship Education.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Note—20p.; A paper commissioned for Task 4; related documents are SO 008 019-026

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship, \*Citizenship Education, \*Educational Assessment, Educational Objectives, Ethics, \*Evaluation, Evaluation Criteria, \*Measurement Instruments, Measurement Objectives, Models, National Surveys, \*Social Studies, Values

Identifiers—\*National Assessment of Educational Progress

This paper was commissioned to develop new perspectives on the evaluation of the National Assessment of Education Progress (NAEP) for Citizenship and Social Studies. It criticizes the assessment model and advocates three new approaches to evaluating social studies education: a comparative approach with direct international comparisons of programs and results; direct comparison of pupil performance in schools with radically different approaches to social studies; and a sociological approach where values of various age-groups and adults are studied through their communications and decision processes. Criticism of the current NAEP model includes the restriction of goals and test items to those socially acceptable by the states, educators, and lay citizens. Schools and states should not be able to vote on the standards on which they are to be judged. The objectives and test items showed a lack of emphasis on ethics and their relation to the students' life situations. The interpretation of results was overoptimistic in view of the low scores achieved by the sample population. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 745

Grannis, Joseph C.

### On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[73]

Note—40p.; Related documents are SO 008 019-026

Pub Type—Books (010)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Citizenship, \*Educational Assessment, Educational Environment, Educational Objectives, Educational Research, \*Evaluation, Evaluation Criteria, \*Measurement Instruments, Measurement Objectives, Models, National Surveys, Participant Characteristics, \*Social Studies

Identifiers—\*National Assessment of Educational Progress

This commissioned paper examines the National Assessment for Educational Progress model for citizenship and suggests an alternative model oriented more directly to educational and political goals. In the current model performances on the citizenship exercises can only be interpreted by the population characteristics of age, sex, parental education, race, region, size and type of community. The structural emphases of the model on population characteristics, rather than on the interactions of individuals with different environments, induces thinking in stereotypic terms. The basic question should be not who are good citizens, but what are the conditions that contribute to good citizenship. Data results in the age categories indicate a general tendency for the percentage of acceptable responses to increase with age, which denies Bruner's concept that anything could be taught in some honest way at any age. At the same time the model must recognize the identities and priorities of different social and ethnic groups which might contribute to differences in cognitive and affective development. The current model also ignores the differences in school environment. An alternative model would compare schools, programs, classrooms and take into account person-environment interactions and social and ethnic group goals. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 746

Fair, Jean Chapin, June

### Dissemination—Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises—Task 6. Final Reports.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[74]

Note—29p.; Related documents are SO 008 019-025

B.GEN.b

139

Pub.Type— Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Citizenship, \*Educational Assessment, Educational Objectives, Educational Research, \*Evaluation, Evaluation Criteria, \*Information Dissemination, Item Analysis, Measurement Instruments, Measurement Objectives, \*Social Studies, Test Validity  
 Identifiers—\*National Assessment of Educational Progress

Tasks 5 and 6 describe the dissemination activities and a rating of the National Assessment for Educational Progress social studies exercises by members of the National Council for the Social Studies (NCSS). The dissemination activities, described in a one page report, include a special issue of the NCSS journal "Social Education," May 1974, and a special brochure. The rest of the document consists of the Task 6 report. Nine NCSS members rated the appropriateness of the social studies exercises for the 1970's. The panel rated the exercises according to the NCSS Curriculum Guidelines of knowledge, abilities, valuing, and social participation; the general desirability of the exercises based on the NCSS guidelines; and the realistic national level of performance that would satisfy the panel's professional judgement. The results for guidelines indicate a small percentage of exercises dealing with social participation, about one-fifth dealing with valuing, and a majority of 46 percent dealing with knowledge. In the general desirability category less than 10 percent of the exercises have a rating of little or some value, while two-thirds of the exercises fall in the area of general desirability. In the category of estimation on the level of performance nationally, the panel thought many of the exercises were too difficult for many students. (DE) Primary type of information provided by report: Procedures (Dissemination); Results (Interpretation).

ED 104 018 EA 006 957  
 Grant, W. Vance Lind, C. George  
**Digest of Educational Statistics, 1974 Edition.**  
 National Center for Education Statistics (DHEW), Washington, D.C.  
 Report No.—NCES-75-210  
 Pub Date—75  
 Note—181p.; Tables may reproduce poorly  
 Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01393-4, \$2.50)

Pub Type— Reports - Research (143)  
**EDRS Price - MF01/PC08 Plus Postage.**  
 Descriptors—Academic Achievement, Adult Education, Degrees (Academic), Dropout Rate, Educational Facilities, \*Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Graduates, \*Higher Education, Income, Libraries, School Districts, School Holding Power, \*Statistical Data, Tables (Data), Teachers  
 The 13th in a series of annual publications provides an abstract of statistical information covering American education from kinder-

garten through graduate school. Subjects on which statistical are provided include the number of schools and colleges, and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include data on enrollment and teachers of the handicapped in public elementary and secondary schools; enrollment in higher education, by place of residence; trends in enrollment in higher education, by type and control of institution; institutions of higher education, by highest level of offering, sex of students, and control of institution; characteristics of persons receiving doctor's degrees; federal libraries; federal expenditures for research and development; and summary data from the National Assessment of Educational Progress in science, 1970 and 1973, and in music, 1971-72. (Author/JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 108 211 CS 202 095  
 Shafer, Robert E.  
**National Assessment: Backgrounds and Projections—1975.**  
 Pub Date—Mar 75  
 Note—18p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-22, 1975)  
 Pub Type— Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, \*English Instruction, Testing  
 Identifiers—\*National Assessment of Educational Progress

A review of literature dealing with educational accountability and a discussion of the history of the movement, this paper suggests that the National Assessment of Educational Progress was partly a result of the public's growing concern about the quality of education and the increase in local, state, and federal taxes needed to support education. The National Assessment gave rise to the development of statewide testing programs. Currently, there are bills under consideration in most state legislatures for "systems approaches" to accountability; as a result, teachers throughout the country are being asked by their state departments of education, by regional accrediting associations, and by school districts to develop a performance-based curriculum in English. It is suggested that a problem exists in this type of curriculum in that it is geared not to meet the needs of the individual student, or even of groups of students, but rather to obtain consistency in state and nationwide educational achievement as evidenced by testing. It is further

## CITATIONS

suggested that English teachers are becoming more aware of the significance of testing and measurement in the English curriculum, and that through this awareness, a new potential of the National Assessment may be realized. (LL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 112 427 CS 202 281  
 Mellon, John C.  
**National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language Arts.**  
 National Council of Teachers of English, Urbana, Ill.  
 Pub Date—75  
 Note—133p.  
 Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32235, \$3.95 non-member, \$3.60 member)  
 Pub Type— Reports - Research (143)  
**EDRS Price - MF01/PC06 Plus Postage.**  
 Descriptors—\*Educational Assessment, \*English Education, \*English Instruction, \*Language Arts, Literature, Literature Appreciation, \*National Surveys, Reading, Reading Skills, Writing (Composition), Writing Skills  
 Identifiers—\*National Assessment of Educational Progress

This book is intended for English language arts teachers at every level, as well as for curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual contents of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained. Chapter one is an introduction and chapter two gives facts about National Assessment. Chapter three discusses writing assessment and topics such as writing objectives and exercises, the assessment of essays and writing mechanics, and the uses of holistic scoring. Chapter four explores reading assessment and focuses on reading objectives and themes, reading exercises, inference sentences, and problems in analyzing reading comprehension. Chapter five examines literature assessment and such topics as literary works, literary language, reading habits and attitudes, and assessing response to literature. Chapter six is a summary discussion of such topics as students' knowledge of English and positive aspects of National Assessment. (TS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).



ED 117 215 UD 015 605

Valdes, Alice L. Helms, David C., Jr.

**A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—31 Oct 75

Contract—NIE-C-400-75-0022

Note—390p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Compensatory Education, Data Collection, \*Elementary Education, Evaluation Criteria, Federal Programs, \*Individualized Instruction, Mathematics Instruction, Measurement Techniques, National Surveys, \*Program Evaluation, Reading Instruction, \*Research Design, Sampling, Statistical Analysis, Teaching Methods

The research design discussed here focuses on four major questions: (1) what the relative effectiveness of well-implemented "individualized" instruction vs. well-implemented "standardized" instruction for recipients of compensatory education in terms of reading achievement, mathematics achievement and classroom climate is; (2) how specificity of treatment of the instructional tasks, taken one at a time and in sequential combinations, relates to cognitive and affective outcomes; (3) how specificity of the treatment of instructional tasks taken along with other variables of concern relates to student achievement; and, (4) what the conditions that contribute to differences in degree of implementation are. Instrumentation for assessing program implementation at both the selection and observation stages of the study has been produced. The sampling and selection design was structured to sample systematically along all basic dimensions including the instructional setting dimension. The use of both the California Achievement Test and selected items from the National Assessment of Educational Progress are recommended as criterion achievement measures. The analytic procedure recommendation for the first study question is a two by two factorial design employing univariate and multivariate analysis of covariance (controlling for IQ and socioeconomic status) on reading, mathematics, and student perceived classroom climate. (Author/JM) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 117 688 CS 002 402

**Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.**

Congress of the U.S., Washington, D.C.

House Committee on Education and Labor.

Pub Date—75

Note—90p.; Not available in hard copy due to marginal legibility of original document  
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Books, Childrens Literature, Community Involvement, \*Educational Legislation, Elementary Secondary Education, Functional Literacy, \*Literacy, National Competency Tests, \*National Programs, National Surveys, \*Reading Achievement, \*Reading Programs, Reading Tests

Identifiers—H R 8304, H R 9048, National Assessment of Educational Progress, Reading is Fundamental, Right to Read

Two bills concerning national reading programs were the subjects of a hearing held in Washington, D. C. on November 13, 1975, by the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor of the House of Representatives. H. R. 9048 is a bill to provide federal assistance for the distribution of inexpensive books to school children; H. R. 8304 is a bill to amend the national reading improvement program to provide more flexibility in the types of projects which can be funded. Representatives present for the hearing were Carl Perkins, Shirley Chisholm, Leo Zeferetti, George Miller, Albert Quie, and John Buchanan. Topics for presentation and discussion were the level of national reading achievement and literacy, factors involved in reading achievement, the National Assessment of Educational Progress, the Right to Read Program, and reading academies for adults sponsored by Right to Read. Statements about the above topics were presented by Terrel Bell, U.S. Commissioner of Education, Department of Health, Education, and Welfare; Andrew Porter, Acting Associate Director for Basic Skills, National Institute of Education; and several of the officials of the above named national programs. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 245

TM 005 204

Munday, Leo A.

**Declining Admissions Test Scores.**

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-71

Pub Date—Feb 76

Note—38p.

Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-7-71, \$1.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Admission Criteria, College Bound Students, \*College Entrance Examinations, College Preparation, Comparative Analysis, Higher Education, High School Students, \*Low Achievement, National Norms, \*Scores,

Secondary Education, Sex Differences, Standardized Tests, Test Results

Identifiers—ACT Assessment, National Assessment of Educational Progress, \*Test Score Decline

In recent years the American College Test (ACT) score decline has been largely due to the changed pool of test-takers if the limited data studied here have applicability to the national scene. Data from state testing programs and the National Assessment of Educational Progress were used to determine who takes the test and how well prepared they are. Results for one and two states showed that in recent years different people have been taking the test and that starting in the late 1960's and continuing to the present, they have likely been less prepared than previously. For their part colleges and universities would seem to have adapted to the declining admissions scores of their in-coming students. Score decline over the past ten years of about two percent to three percent of a standard deviation per year has been typical. There is variation by subject matter field and there are marked sex differences. Overall the scores of men have not declined appreciably over the last five years, but the scores of women have declined considerably. This trend has been accompanied by an increase in the percentage of women among ACT-tested students. The percentage of high scoring students has remained about the same over the last five years, while the percentage of low scoring students has increased. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 263

TM 005 227

Harnischfeger, Annegret Wiley, David E.

**Achievement Test Score Decline: Do We Need to Worry?**

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Dec 75

Note—174p.

Available from—CEMREL, Inc. 3120-59th Street, Saint Louis, Missouri 63139 (\$3.00)

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, College Bound Students, College Entrance Examinations, Comparative Analysis, Elementary Secondary Education, Higher Education, \*Low Achievement, \*Scores, Standardized Tests

Identifiers—ACT Assessment, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Minnesota Scholastic Aptitude Test, National Assessment of Educational Progress, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, \*Test Score Decline

Through the nineteen-forties, fifties, and up to the mid-sixties, achievement test scores steadily increased. Since then, many test scores drop. The reported test score declines are more dramatic in recent years and most



evident for higher grades. They are specially pronounced in verbal tests, but hold for nearly all tested areas. Specially: Scholastic Aptitude Test (SAT), American College Testing Program (ACT), Preliminary Scholastic Aptitude Test (PSAT), Minnesota Scholastic Aptitude Test (MSAT), Iowa Tests of Educational Development (ITED), Iowa Tests of Basic Skills (ITBS), Comprehensive Tests of Basic Skills (CTBS), National Assessment of Educational Progress (NAEP), and Stanford-Binet. All the available data is exhibited and where possible, the artificiality or meaningfulness of the manifest changes are assessed. To do this, it was necessary to analyze the achievement assessment means, i.e. (standardized) tests. This assessment includes possible compositional changes in tested groups as well as systematic biases resulting from changes in the tests themselves or the quantification of their outcomes. Beyond testing, the areas relevant for potentially fixing probable responsibilities for test score declines span a child's entire socializing and educating environment. Grossly, the child's world is partitioned into in-and out-of-school conditions and experiences. Potential explanations are offered and discussed in each area. The evidence is then summarized and evaluated, pointing to recommendations for action. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 731 CS 202 584

Lundsteen, Sara W., Ed.

**Help for the Teacher of Written Composition (K-9): New Directions in Research.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—76

Contract—400-75-0029

Note—77p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20644, \$3.95 nonmember, \$3.75 member)

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Child Language, \*Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Appreciation, \*Literature Reviews, Motivation, Teaching Methods, \*Writing (Composition)

Identifiers—National Assessment of Educational Progress

Children's abilities in written composition have recently become a major concern, stimulated by the National Assessment of Educational Progress, by the earmarking of composing ability as a new class marker, and by increased competition in an overcrowded labor market. This bulletin has been designed to help close the gap between educational research and the classroom teaching of written composition. Topics discussed include re-

search, children's language and composition, motivation, the interrelationship of literature and composition, evaluation, and research perspectives from the behavioral sciences. Authors are Alvina Treut Burrows, James Fleming, Sara Lundsteen, Eileen Tway, and Robert Calfee. Although the scope of the bulletin is kindergarten through junior high, with emphasis on the elementary level, discussions of important research above this level are included. (JM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 123 244

TM 005 301

Ahmami, J. Stanley

**How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date—[76]

Note—40p.

Available from—Phi Delta Kappa, Eighth and Union, P. O. Box 789, Bloomington, Indiana 47401 (Fastback 68, \$0.50)

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Data Analysis, \*Educational Assessment, Educational Objectives, Educational Testing, \*Educational Trends, Elementary Secondary Education, \*Methods, \*National Surveys, Student Characteristics, Test Results, Young Adults

Identifiers—\*National Assessment of Educational Progress

Although various assessments differ in notable ways, they often follow a plan that is thoroughly tested and features four basic steps: (1) selecting learning areas and identifying their objectives; (2) developing achievement test items to determine the degree to which these objectives are accomplished; (3) administering the test items to representative samples of students and gathering background data about them; and (4) analyzing the results and disseminating them to administrators, board members, legislators, and the public. The largest, most informative assessment ever designed follows this general plan very closely. It is the National Assessment of Educational Progress (NAEP), for which planning began in 1964. It is designed to obtain census-like data on the knowledges, skills, concepts, understandings, and attitudes possessed by young Americans in a variety of learning areas; and to measure the growth or decline of these achievements that occurs over time. This publication describes the NAEP and some major findings of the first assessments in various areas, and then offers a speculative view of our schools. Surveys like the NAEP serve as excellent vehicles for generating hypotheses about causes of achievement fluctuations, which in turn can be studied more intensively by designing appropriate experiments or conducting thorough case studies. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 123 755

EA 008 309

Grant, W. Vance Lind, C. George

**Digest of Education Statistics. 1975 Edition.** National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-211

Pub Date—76

Note—209p.; A related document is ED 104 018, Not available in hard copy due to small type of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.30)

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Educational Facilities, \*Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Federal Aid, \*Federal Programs, \*Higher Education, Income, National Surveys, Postsecondary Education, Research, School Districts, \*Statistical Data, \*Tables (Data), Teachers, Vocational Education

Identifiers—National Assessment of Educational Progress

This statistical compendium is 14th in the series of annual digest that provide abstracts of statistical information covering the broad field of education in America from prekindergarten through graduate school. This edition, along with the others, is intended for use in particular by those persons concerned with the formulation and conduct of educational policy, though it is of value to anyone interested in education. The digest is divided into sections dealing with all levels of education compositely, elementary and secondary education, higher education, adult and vocational education, federal education programs, and selected statistics related to education. This volume contains statistical information on the number of schools and colleges, enrollments, teachers, graduates, finances, federal aid to education, educational facilities, and educational expenditures. The last section includes information on employment status and job opportunities, research and development, and equal employment opportunity, as well as data from the National Assessment of Educational Progress. (Author/DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 124 946

CS 202 769

Pannwitt, Barbara

**Putting It in Writing: Some Notes on the Teaching of Composition.**

National Association of Secondary School Principals, Reston, Va.

Pub Date—Jun 76

Note—13p.

Available from—NASSP, 1904 Association Dr., Reston, Va. 22091 (\$0.50)

Journal Cit—Curriculum Report; v5 n4 Entire Issue Jun 1976

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Basic Skills, Educational Needs, Educational Objectives, \*Evaluation Needs, \*Teaching Methods, \*Writing (Composition), \*Writing Skills

Identifiers—National Assessment of Educational Progress

This report examines some of the issues and practices currently receiving attention in schools and colleges related to establishing an effective means of encouraging the writing competencies of young persons. Some of the suggestions include a shift in instructional approaches as far as elective and required courses are concerned; examining and evaluating instruction in writing; more advice and assistance for students as the writing process progresses; more use of critical comments for guidance rather than grading purposes; and using "sentence-combining" as a technique for improving writing skills. This report also discusses writing assessment and teaching models, the College Entrance Examination Board, the pros and cons of essay tests, National Assessment of Educational Progress, and the Advanced Placement Program English Examination. Also included are brief descriptions of twelve innovative high school writing programs. (TS) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 129 897 TM 005 738  
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—HRD-76-113

Pub Date—20 Jul 76

Note—81p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (\$1.00)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accountability, Cost Effectiveness, Criterion Referenced Tests, Data Collection, Decision Making, \*Educational Assessment, Elementary Secondary Education, Feasibility Studies, Federal Programs, Information Dissemination, \*Information Needs, \*Information Utilization, National Programs, \*National Surveys, Performance Factors, \*Test Results, Young Adults

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress is a project which annually surveys the knowledge, skills, and attitudes of young Americans. Its basic mission is to provide information useful to educational decision-makers and practitioners. The project has contributed to American education, but its assessment results have been of limited usefulness. To make the project's results more useful, the Secretary of Health, Education,

and Welfare should redirect the project by (1) identifying informational and other needs of decision-makers, (2) determining the feasibility and cost effectiveness of alternative approaches to satisfy those needs, and (3) deciding on the assessment approach to be used. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 138 643

Lipsitz, Lawrence, Ed.

The Test Score Decline: Meaning and Issues.

Pub Date—Jan 77

Note—220p.

Available from—Educational Technology Publications, Englewood Cliffs, New Jersey 07632 (12.95)

Pub Type— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Achievement Tests, Aptitude Tests, \*College Entrance Examinations, Educational Trends, Elementary Secondary Education, Family Environment, Higher Education, Intelligence Quotient, \*Low Achievement, Norm Referenced Tests, Reading Skills, Scores, Standardized Tests, Testing Problems, Test Results, Test Validity, Writing Skills

Identifiers—ACT Assessment, National Assessment of Educational Progress, Scholastic Aptitude Test, \*Test Score Decline

This collection of original papers, first published in the June and July, 1976 issues of Educational Technology Magazine, was prompted by the enormous public outcry which greeted the general public realization that achievement and college aptitude test scores were continuing in recent months and years the steady erosion which began in the mid-1960's. This book contains 15 articles by a cross-section of informed persons working in the field of education that attempt to clarify what has been taking place in the schools and in achievement testing, and attempt to point the way towards a resolution of this latest crisis in education. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 140 228

Greenbaum, William And Others

Measuring Educational Progress: A Study of the National Assessment.

Pub Date—77

Note—234p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$11.50 cloth)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Educational Assessment, Educational Objectives, \*Educational Policy, Educational Research, Elementary Secondary Education, \*Evaluation Methods, \*National Sur-

veys, \*Testing, Testing Problems, Testing Programs

Identifiers—\*National Assessment of Educational Progress

This book provides a comprehensive evaluation of the goals, objectives, and procedures of the National Assessment of Educational Progress (NAEP). Separate chapters discuss NAEP's objectives and organizational development; its division of knowledge into subject areas; the subject-area objectives; exercise development; measurement of background variables; the sampling design and the exercise packages; reporting of results; past and future uses of the assessment; and social indicators and the reform of education. Highly critical of some aspects of NAEP, the study is followed by a response from the staff of the National Assessment. (AA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 146 629

SLATE (Support for Learning and Teaching of English). Volume 2.

National Council of Teachers of English, Urbana, Ill.

Pub Date—77

Note—22p.; Newsletter, v2 n1 through 8

Pub Type— Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Competency Based Education, Elementary Secondary Education, \*English Instruction, Language Arts, \*Phonics, \*Standardized Tests, \*Testing Problems, Testing Programs, \*Test Interpretation

Identifiers—National Assessment of Educational Progress

These newsletters, produced during the second year of activity of a standing committee of the National Council of Teachers of English, focus on standardized testing as it affects the teaching of English. The first newsletter describes committee activities and priorities and includes a bibliography of information on tests and evaluation. The other seven deal in turn with specific issues: minimal competencies and measures of competence, how to interpret standardized test results, phonics instruction, competency testing and bilingual/bicultural students, implications of the national Assessment of Educational Progress, strategies of response to the minimum competency movement, and implications of the Scholastic Aptitude Test score-decline report. (AA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 040

Billingsley, Raymond Lee

An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.

Pub Date—Aug 76

Note—205p.; Ph.D. Dissertation, University

RC 010 038

of Mississippi  
Pub Type— Dissertations/Theses - Undetermined (040)

**EDRS Price— MF01/PC09 Plus Postage.**  
Descriptors— Adolescents, Blacks, Comparative Analysis, Doctoral Dissertations, Educational Objectives, National Norms, Performance, \*Racial Differences, \*Rural Youth, Secondary School Students, \*Sex Differences, \*Social Studies, \*Tests, Whites Identifiers—\*Mississippi (North), \*National Assessment of Educational Progress

To evaluate the extent of acceptable responses, 58 National Assessment of Educational Progress (NAEP) social studies exercises were administered in 1975 to a random sample of 13 year olds attending schools in north Mississippi communities no larger than 3,500 persons. A multiple matrix sampling technique was used for both the 390 students from randomly selected schools and the exercises. Data were analyzed according to male-female and black-nonblack extreme rural samples. No significant achievement difference was found between Mississippi males and females; however, nonblacks generally performed at higher levels than blacks. Mississippi students generally gave fewer acceptable responses than those in the NAEP sample. Further research was recommended to explain the disparity between Mississippi and national samples, to explain the generally low performance of Mississippi black youths, to verify results by administering NAEP social studies exercises released in 1976, and to show to what extent north Mississippi rural educators accept NAEP social studies objectives. It was also suggested that the Mississippi Department of Education evaluate NAEP objectives for potential usefulness in statewide assessment. (RS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Replication).

ED 150 677

EA 010 291

Neill, Shirley Boes

**The Competency Movement: Problems and Solutions. AASA Critical Issues Report.** American Association of School Administrators, Washington, D.C.

Pub Date—78

Note—89p.

Available from—AASA, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00510; \$8.95, quantity discounts; orders for less than \$15 must be accompanied by payment in full and include \$1 for postage and handling)

Pub Type— Books (010)

**EDRS Price— MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Attitudes, Basic Skills, \*Competency Based Education, Educational Assessment, Educational Objectives, \*Educational Trends, Elementary Secondary Education, \*Guidelines, National Competency Tests, National Surveys, \*Program Descriptions, \*Program Development

Identifiers—National Assessment of Educational Progress

This report provides an overview of the competency-based education movement, discusses school administrators' concerns and attitudes concerning the competency movement, describes the experience of various school districts and states with minimum competency requirements, and presents practical guidelines for implementing minimum competency requirements. Various chapters focus in turn on 1) what the competency movement is; 2) what school administrators think about the competency movement, based on results of a national survey; 3) what pressures are behind the competency movement; 4) how the competency movement relates to declining test scores, educational finance, student achievement, dropout rates, social changes, and the National Assessment of Educational Progress; 5) how the competency movement is affecting different states and school districts; 6) what to consider in implementing minimum competency requirements, and 7) how minimum competency requirements relate to the back-to-basics movement. (JG) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 155 692

CS 204 110

**Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.**

Bloomington Public Schools, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—Jun 77

Note—123p.; For related document, see CS204111; A number of pages may not reproduce well due to light type

Pub Type— Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Basic Skills, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, Grade 4, Grade 8, Grade 11, Minimum Competency Testing, Public Schools, School Districts, \*Student Evaluation, Testing Programs, \*Writing Exercises, \*Writing Skills

Identifiers—Minnesota (Bloomington), \*National Assessment of Educational Progress

This booklet contains the 14 exercises that are used in the Bloomington, Minnesota, school system's writing assessment program. Depending on their applicability, the exercises may be used to assess the writing performance of fourth-, eighth-, or eleventh-grade students. Thirteen of the exercises are from the National Assessment of Educational Progress, while one exercise (completing an accident report) was developed within the Bloomington school system. Criteria are included for evaluating and scoring the exercises. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 155 693

CS 204 111

**Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.**

Bloomington Public Schools, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—Jun 77

Note—60p.; For related document, see CS204110

Pub Type— Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Basic Skills, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, Grade 4, Grade 8, Grade 11, Minimum Competency Testing, Public Schools, School Districts, \*Student Evaluation, Testing Programs, Test Results, \*Writing Exercises, \*Writing Skills Identifiers—Minnesota (Bloomington), National Assessment of Educational Progress

This summary of the Bloomington, Minnesota, public schools writing assessment program includes background information about the selection of exercises that assessed fourth-, eighth-, and eleventh-grade students' writing abilities, a list of these exercises that were used, and information about the students who were assessed. The results of the assessment (with national results included for comparison) are divided into data on primary traits (recording, responding, expression, and persuasion) and secondary traits (overall mechanics, word errors, and sentence errors). The final two sections of the report contain analysis of the results, comments, recommendations, and a table of students' performances in writing mechanics. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 158 310

CS 204 294

Newkirk, Thomas

**The Mass Testing of Writing: How Well Is It Being Done?**

Pub Date—[77]

Note—33p.; Report prepared at the University of New Hampshire

Pub Type— Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Basic Skills, \*Standardized Tests, Test Bias, Test Interpretation, \*Test Validity, Timed Tests, \*Writing Skills

Identifiers—\*Educational Testing Service, \*National Assessment of Educational Progress

The validity of current standardized competency tests for writing is in doubt as is the need for such testing at all. Some tests, especially those requiring little writing, may not be testing what they purport to test (content validity). Instructional validity (testing what has actually been taught) raises the issue that what is being tested is precisely the teaching which brought on the demand for testing in the first place. Many states are using tests (such as those produced by the National Assessment of Educational Progress and by the Educational Testing Service) which provide inadequate time for the student to write, provide inadequate motivation for students to write their best, or require



students to write on subjects about which they may have little information. Other tests are so simple as not to ensure even marginal literacy or they focus on mechanical skills exclusively. The data which brought about the demand for testing are open to question. Cultural bias on tests, inadequate understanding of test results, and irresponsible use of test data create confusion about literacy levels and make the term "functional illiterate" meaningless. The demand for competency testing comes when a major breakthrough in teaching reading may preview a similar development in teaching writing. The school system in England and the Bay Area Writing Project may provide useable models for teaching and testing writing skills. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 159 128 SO 011 166  
*Krakow, Jere L.*  
**Which History Is Most Important? Views from Secondary History Teachers.**

Pub Date—[74]

Note—13p.

Pub Type—Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Content, \*Educational Assessment, Educational Objectives, Educational Trends, History, \*History Instruction, Nonwestern Civilization, Secondary Education, Social Sciences, \*Social Studies, \*Surveys, \*Teacher Attitudes, Teacher Characteristics, Western Civilization, World History

Identifiers—Missouri, National Assessment of Educational Progress

High school social studies teachers' perceptions of the study of history were measured in this study. Specifically, it assessed their opinions of the most important topics in the field of history, and how their opinions were influenced by their sex, teaching experience, and size of high school. An introductory section offers a historical overview of approaches to evaluating the effectiveness of American schools. In 1963 the National Assessment of Educational Progress (NAEP) was established. This body spent several years identifying basic social studies objectives, as well as specific objectives for subject areas within social studies. The research described in this paper used NAEP's objectives in a questionnaire administered to almost 700 high school social studies teachers in Missouri. Teachers believed the history of western cultures was most important, followed by history of eastern cultures, India, Latin America, and Sub-Saharan Africa. They also ranked, in order of importance, political science, U.S. history, economics, sociology, world history, and geography. Teachers who had the most years of teaching experience agreed most with NAEP's objectives for U.S. and world history. Teachers in small high schools who had more experience viewed Latin American history objectives more favorably than did less experienced teachers in medium and large sized high schools. One conclusion is that researchers should examine

why history, especially non-western history, is regarded as less important than several other social sciences. (Author/AV) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 159 628 CS 004 359  
*Owoc, Paul, Ed.*

**Reading & Measurement.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Contract—300-77-04990

Note—9p.

Journal Cit—Reporting on Reading; v4 n5  
 Entire Issue Aug 1978

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Reading Programs, Educational Resources, Elementary Secondary Education, \*National Competency Tests, \*Performance Tests, Reading, \*Reading Achievement, Reading Improvement, \*Reading Instruction, \*Reading Tests

Identifiers—\*National Assessment of Educational Progress, \*National Diffusion Network, Right to Read

The articles in this publication look at how tests can be used to improve the quality of reading instruction and more generally at what excellence in a reading program means. Among the topics are: changes in the reading assessment prepared by the National Assessment of Educational Progress; a discussion of the limitations and possibilities of competency testing; how the National Diffusion Network and the Joint Dissemination Review Panel work together to help interested educators learn about programs used successfully in other school districts; and interviews with two educators about how they help parents, teachers, and the community understand test scores. Reviews are included of four resources for evaluating the reading fundamentals of teachers, for evaluating a school reading program, for evaluating bilingual education programs, and for evaluating literacy tests for adults. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 162 417 EA 011 024  
*Gonder, Peggy*

**The Competency Challenge: What Schools Are Doing.**

National School Public Relations Association, Arlington, Va.

Pub Date—78

Note—97p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13345; \$7.95; All orders under \$12 must be prepaid)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Basic Skills, \*Competency Based Education, Demonstration Programs, Educational Trends, Elementary Secondary Education, Legal Problems, \*Minimum Competency Testing, Performance Criteria, Program Descriptions, Public Relations, School Community Relationship, School Districts

Identifiers—National Assessment of Educational Progress

This report is an indepth study of the competency movement. It probes current methods of constructing, administering, evaluating, and explaining competency tests; it gives detailed accounts of specific state and local programs; it presents case histories that can enable the administrator and educator to benefit from the experience of others; and it shows samples of actual competency tests currently in use. Beginning with "What Is Competency Based Education?" the book goes on to examine legal problems that have arisen out of competency testing, such as cultural bias and insufficient preparation. It then examines implications and trends for the future. The report attempts to offer concrete ideas and information that can help schools implementing competency-based education programs avoid the pitfalls and develop a broad, up-to-the-minute response to the competency challenge. An appendix contains National Assessment of Educational Progress sample questions, a table summarizing state activity in minimal competency testing, and selected relevant resources. (Author/JM) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 162 927 SO 011 303  
**Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.**  
 Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation; National Evaluation Systems, Inc., Amherst, Mass.

Pub Date—Oct 78

Note—66p.; Tables 3-5 may not reproduce clearly due to small print size in original document

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Citizenship, Curriculum Development, Curriculum Evaluation, \*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Performance Criteria, Program Development, Scores, \*Social Studies, State Departments of Education, \*State Programs, Tables (Data), Test Interpretation

Identifiers—Connecticut, National Assessment of Educational Progress

This report evaluates knowledge and attitudes of Connecticut students at nine, 13, and 17 years of age in the areas of citizenship and social studies. Phase I of test development was based on the National Assessment of



Educational Progress model of testing at age level. The social studies skills and concepts of highest priority were developed by an advisory committee of Connecticut educators and were administered to 29 local school districts with 17,000 students participating. In addition to three objective tests, questionnaires were designed by grade level for local use in curriculum planning and evaluation. In the realm of local history students scored highest at the nine-year-old level while scores declined at the later age levels. In the areas of political science and knowledge of United States government all grade levels showed relatively low performance, while knowledge of the nature of conflict resolution was relatively high. Scores on citizenship remained constantly high, but performance on the role of political opposition was weak. Geography scores showed that students may be learning "place" geography rather than analytic/predictive skills. (MR) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 162 950

SO 011 349

McGee, Robert T.

Conference on the Teaching of History (North Texas State University, Denton, Texas).

Pub Date—Oct 78

Note—12p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, \*Change Strategies, College Curriculum, Course Organization, Curriculum Design, \*Educational Improvement, \*Educational Needs, \*Educational Trends, Elementary Secondary Education, Higher Education, History, \*History Instruction, Instructional Improvement, Knowledge Level, Relationship, Relevance (Education), Secondary School Curriculum, \*Social Studies, State of the Art Reviews, Student Motivation, Trend Analysis

Identifiers—National Assessment of Educational Progress

Professional historians and public school personnel must combine efforts to improve the teaching of history in the public schools. Because no more than one-half of all high school graduates enter college, it is important for the public schools to provide quality history education. Recent research by groups such as the National Assessment of Educational Progress shows that students have not been learning general history, American history, or political theory very well. Reasons for the lack of emphasis on studying history include relaxed academic requirements by public schools and colleges, faddish emphasis upon other supposedly more relevant areas of study, and a lack of structure and continuity within existing history courses. The author suggests several approaches to reinstate effective history programs. First, there should be a revival of the basics in which schoolteachers will logically structure social studies courses to include reading, literacy, math, science, and history. This should be accompanied by

a parallel revival of "general studies" and liberal arts in colleges and universities. Second, students should be provided with research tools and skills to stimulate their interest. Third, universities and professional historians should become involved in developing ways to improve the teaching of history in the public schools. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 169 559

CS 204 794

Reid, Virginia M.

Enjoying the Red Camellias of Children's Literature.

Pub Date—Feb 79

Note—1lp.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)

Pub Type—Speeches/Meeting Papers (150)  
—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Books, \*Childrens Literature, Elementary Education, Humor, Imagination, \*Literature Appreciation, Student Attitudes, Writing (Composition)

Identifiers—National Assessment of Educational Progress

Based on the premise that educators are vitally interested in literary moments that engage the reader instantly, this paper discusses books that provide enjoyment for children. After suggesting that the most important "basics" are those that promote an exploration of language through literature, the paper notes the importance of good literature programs and praises current efforts by the National Assessment of Educational Progress to assess students' attitudes toward reading and literature. It then describes numerous children's books that provide enjoyment in the following areas: humor; learning something new; being a part of long ago and far away; nostalgia; exploration of inner space; dreaming, imagining, and developing; and language. Passages from some of the books are presented to illustrate their appeal for children. The paper concludes by mentioning the connections between literature and composition. (GT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 170 351

TM 008 766

Spencer, Mary L. And Others

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—System Development Corp., Santa Monica, Calif.

Pub Date—13 Oct 75

Note—96p.; For related document, see TM 008 749

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Compensatory Education, \*Evaluation Criteria, \*Functional Literacy, \*Functional Reading, Intermediate Grades, Junior High Schools, Literacy, Program Effectiveness, \*Reading Tests, \*Test Reviews, \*Test Selection

Identifiers—Adult Performance Level, Basic Skills Reading Mastery Test, Elementary Secondary Education Act Title I, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test in Reading, Test of Adult Functional Competency

As part of the development of a functional literacy test for fourth through eighth grade children in Title I compensatory education programs, this report enumerates a set of criteria for selecting appropriate tests. The criteria are grouped into six categories: (1) test background; (2) psychometric quality; (3) examinee appropriateness; (4) normative standards; (5) administrative usability; and (6) interpretation. The six tests reviewed as potential instruments are the Adult Performance Level Test, Basic Reading Skills Mastery Test, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test, and Reading/Everyday Activities in Life. None of these tests meets all the criteria. Alternative solutions proposed include developing a new test, or constructing a test using parts of existing instruments. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 171 743

TM 008 772

Olson, Paul

A View of Power: Four Essays on the National Assessment of Educational Progress.

North Dakota Study Group on Evaluation, Grand Forks.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date—Dec 76

Note—44p.

Available from—Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 (\$2.00)

Pub Type—Collected Works - General (020)  
—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Control, Culture Fair Tests, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Essays, Group Norms, Literature Appreciation, \*Middle Class Standards, \*National Competency Tests, \*National Norms, Reading Tests, School District Autonomy, \*Test Bias, \*Testing Problems, Testing Programs, Writing Skills

Identifiers—\*National Assessment of Educational Progress

In a series of essays, the author analyzes and comments on the perceived weaknesses of the National Assessment of Educational

Progress (NAEP) testing program. The basis of his criticism is that the NAEP has attempted to establish national norms, thereby disregarding the pluralistic nature of American society and the historical basis for community control of education; that NAEP has offered a facade of national consensus by ignoring input from many minority groups; and that local and less powerful groups have been asked to assess themselves in a context established by more powerful establishment groups. The author reviews the NAEP's literature, writing and reading components, and finds them oriented toward Western culture, unrelated to a meaningful context for ethnic groups and geared to skills which are not environment-specific and are dictated by the need to satisfy a national norm. The author recommends local context-specific assessment programs by which the community can determine whether it is developing a solid educational program and preparing children to function in the national, as well as local, society. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Policies).

ED 172 159

CS 004 863

Quincy, Alpha

Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.

Pub Date—Nov 78

Note—9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, \*Reading Instruction, \*Reading Skills, \*Reading Tests

Testing reading by testing the bits and pieces of reading leads to teaching the bits and pieces instead of teaching reading. Reading is a total skill rather than a subject, and a skill can best be tested by performance. Some of the purposes for reading tests include showing test score improvement, diagnosis, satisfying parents, grouping or sorting students for instructional purposes, and comparing students across time or areas for purposes of funding. Some tests include ones by the National Assessment for Educational Progress (NAEP) and the California Assessment Program (CAP). The CAP cannot obtain results for an individual student but gives estimates of the total school program. It heavily emphasizes comprehension. Other appropriate measures of reading are: how many books are checked out of the school library; how many books are written, published, purchased, and read; and how many hours students spend reading at home. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 173 185

SO 011 356

Rubinstein, Sherry Sorce, Patricia

Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date—Oct 78

Note—283p.; Not available in paper copy due to print quality of original document

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, Adults, \*Age Groups, Attitude Measures, \*Citizenship, Data Analysis, Educational Research, Elementary School Students, Elementary Secondary Education, High School Students, Individual Characteristics, \*Measurement Instruments, Measurement Objectives, Research Reports, \*Social Studies, State Surveys, Student Characteristics, Tables (Data), Teacher Education Programs, Test Results, Tests

Identifiers—National Assessment of Educational Progress

The document describes an instrument used to measure citizenship social studies achievement and skills for 9-, 13-, 17-, and 26 to 35-year-olds in Connecticut. Based on the National Assessment of Educational Progress (ED 049 113), objectives were to collect baseline data for future use in determining knowledge, to compare results with national achievement, to use data in curricular and instructional decisions, and to encourage use of the test in evaluation and planning. 2,390 public school children and 249 adults were tested using a multiple-choice achievement test covering eight subject and skills areas, and questionnaires ascertaining individual and school-related variables. Adequate representation was sought for regional sections, urban and rural communities, both sexes, and varied socioeconomic backgrounds. Data was analyzed according to the percentage of students answering each test item correctly, the average percentage of items answered correctly for each of the subject areas, the percentage of individuals selecting each choice on each item of the student and principal questionnaires, and a comparison with students in the nation and the northeast. Findings showed that Connecticut children's scores were about the same as national and northeast levels, children who hated school or watched more than three hours of television daily achieved less, and Connecticut adults scored higher than the children or the national level. Data tables showing results by age group, variable, and age group comparisons, are included as well as the measurement instruments. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 173 457

UD 019 453

Scott, Richard R.

National Comparisons of Racial Attitudes of Segregated and Desegregated Students.

Pub Date—79

Note—25p.; Tables may be marginally legible due to the print quality of the original document

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Desegregation Effects, \*National Surveys, \*Racial Attitudes, \*Racial Relations, \*Response Style (Tests), School Desegregation, \*Social Influences, State of the Art Reviews, \*Testing Problems, Whites

Identifiers—\*National Assessment of Educational Progress

Racial attitude questions from national surveys such as the National Assessment of Educational Progress (NAEP) are being used to show that progress has been made toward interracial harmony in this country. However, there is reason to worry about conclusions from such measures, because they may indicate only progress on learning the socially desirable response rather than the true feelings of the respondents. In fact, a closer examination of racial attitude responses on the NAEP indicates that there is a significant residue of real mistrust between blacks and whites, particularly in the areas of neighborhood integration for whites and personal services for blacks. The cautions against using racial attitude questions also apply to investigations of effects of school desegregation. For example, by controlling for social desirability response bias, results from an examination of responses made by black and white students on the NAEP, show that school desegregation has a positive influence on black students' expression of acceptance for whites and a mixture of positive and negative effects on white students' expression of acceptance of blacks. Furthermore, when subgroups with the least tendency toward social desirability bias were isolated, findings show the most positive effect of desegregation on the acceptance by both blacks and whites of the opposite race. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 178 570

TM 009 715

Ahmann, J. Stanley

A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.

Pub Date—[79]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, College Bound Students, Communication Problems, Criterion Referenced Tests, Educational Assessment, Educational Needs, \*Educational Testing, \*Evaluation Needs, \*Futures (of Society)—Higher Education, \*Measurement Objectives, \*Needs Assessment, Norm Referenced Tests, Occupational Tests, Program Evaluation, Teacher

Effectiveness, Test Interpretation, Test Results, Undergraduate Study  
Identifiers—National Assessment of Educational Progress

The focus of educational measurement in higher education in the 1980's is discussed: (1) better evaluation of student achievement; (2) improved communication of measurement results to various audiences; (3) evaluation of undergraduate educational programs; and (4) systematic assessment of the educational needs of college-bound students. In addition to the continued use of norm referenced tests, it is suggested that additional criterion referenced tests be developed, and that instructional goals and related subject matter be more closely defined. It is also recommended that item banks composed of thousands of test items be developed. Narrative reporting of test results is suggested as a means of improving the communication gap between test developers and faculty, students, and parents. Areas of evaluation of undergraduate programs are discussed: achievement measures of specific programs; occupational competency of students in professional programs, using written, oral, and performance tests; and evaluation of teaching effectiveness, rather than of teacher performance, partially based on student levels of achievement. To assess the needs of college-bound students, it is suggested that they be profiled as a distinct group, in a program similar to the National Assessment of Educational Progress. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 179 954 CS 205 204  
Marzano, Robert J.

Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.

Pub Date—Dec 78

Note—33p.; Report prepared at the University of Colorado at Denver

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement, \*Basic Skills, Elementary Secondary Education, Evaluation, \*Minimum Competency Testing, Scoring, Teaching Methods, \*Verbal Development, \*Writing (Composition), \*Writing Research, \*Writing Skills

Identifiers—National Assessment of Educational Progress

A study was designed to identify highly teachable composing skills that have a strong statistical relationship with composition quality across various grade levels. Sample compositions were randomly selected from the National Assessment of Educational Progress (1972). A total of 750 compositions written by 9-, 13-, and 17-year-old students (250 for each age level) were analyzed using 43 indices. The five skills that were identified were modification within sentences, subordination between sentences or paragraph development, vocabulary, sentence sense, and usage. The first three skills can be taught by

having students rewrite their compositions with specific suggestions from the teacher as to sentences that should be combined or expanded to foster modification within sentences, sentences that should be added to foster more depth of modification between sentences, and words that should be changed to foster more variety of vocabulary. The other two skills can be taught and reinforced by using exercises from currently existing grammar and composition texts. Objective and easily calculated indices were used to measure the skills, and a procedure for establishing minimum competency levels for the skills was applied. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 179 958

Newkirk, Thomas

How Competent are the Writing Competency Tests?

Pub Date—Oct 79

Note—17p.; Paper presented at the Alabama Symposium on English & American Literature (University, AL, October 18-20, 1979)

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, \*Minimum Competency Testing, Student Evaluation, \*Testing Problems, \*Test Validity, \*Writing (Composition), \*Writing Skills

Identifiers—National Assessment of Educational Progress

This criticism of writing competency tests questions both the efficacy of a test developed by the National Assessment of Educational Progress (NAEP) and the reliance of individual states on the products of private test makers. The paper suggests that a hidden curriculum is being developed by independent and semi-independent organizations that reflects some of the worst current practices in the teaching of writing—triviality, inadequate time allotment, a confused notion of "creative writing," and a poor choice of writing topics. Sample exercises taken from the NAEP writing test and examples of student writing elicited by those exercises are included. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 182 190

Oversight Hearing on Mathematics

Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979), Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—79

Note—45p.; Contains occasional small and light type.

CS 205 288

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No price quoted)  
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Legislation, Elementary Secondary Education, Federal Legislation, \*Hearings, \*Mathematics Education

Identifiers—\*National Assessment of Educational Progress

The testimony and prepared statements of witnesses, and other supplemental materials presented at the Oversight Hearing on Mathematics Achievement before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, are given. Witnesses included: Dr. Wesley Apker, Executive Director, National Association of State Boards of Education; Dr. Edward T. Esty, Senior Research Associate, Teaching and Learning Division, National Institute of Education; Dr. Roy H. Forbes, Director, National Assessment of Educational Progress; Dr. Shirley Hill, President, National Council of Teachers of Mathematics; and Kathy Schaub, Assistant Director for Program Development, Association for Supervision and Curriculum Development. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 184 809

Higgins, Jon L., Comp. And Others  
Assessing Mathematical Achievement.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—95p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$2.50)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Achievement, Achievement Tests, \*Educational Assessment, Educational Testing, Elementary Secondary Education, \*Mathematics Education, Minimum Competency Testing, \*National Programs, National Surveys, Needs Assessment, State Programs, State Surveys, Testing, \*Testing Programs

Identifiers—\*California Assessment Program, \*National Assessment of Educational Progress

This report was compiled to serve as a reference on assessments of achievement in pre-college mathematics. Patterns of mathematical assessments are discussed in



terms of the history and nature of assessments of achievement, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, they have been only moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know "how" to compute frequently do not know "when" or "where" to compute; (3) Schools must broaden their view of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 186 608 CE 023 643  
Long, Thomas E.

Basic Mathematics Skills and Vocational Education. Information Series No. 199.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-78-0032

Note—34p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.80).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Basic Skills, \*Career Education, Competence, Computation, Curriculum Development, Disabilities, \*Education Work Relationship, Females, Individualized Instruction, Integrated Curriculum, \*Mathematics, Metric System, Public Opinion, Public Support, Relevance (Education), \*Skill Development, \*Vocational Education

Identifiers—National Assessment of Educational Progress

This review and synthesis focuses on issues concerning the relationship between basic mathematics competency and vocational education. A section which outlines the problem—the lack of basic competency in computational skills in youth and adults—discusses the work of the National Assessment of Educational Progress to evaluate student performance and declining scores on Iowa Tests of Basic Skills and California Achievement Tests. Support for remedying skill deficiencies is described as coming from implementing career education in the mathematics classroom and the public's support of increased emphasis on careers in high school as shown by the Phi Delta Kappa based on

Gallup Polls of Public Attitudes Toward Education. A section that makes special note of the problem of defining "basic skills" suggests that skills can be specified only as being basic when that to which they are basic is specifically stated. The need for vocational educators to search for and specify the mathematical applications that underlie vocational emphasis is briefly considered. The section following provides exemplars of the varied approaches of mathematics and vocational educators to the issues of mathematics in vocational curricula, individualization, metrication, and instruction for special needs groups. Concluding lists of observations and recommendations summarize the information presented in the monograph. (YLB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 186 929 CS 205 570  
White, Edward M.

The Uneasy Compromise: Bringing Together Testers and Teachers of English.

Pub Date—Mar 80

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperation, \*English Instruction, Higher Education, \*Measurement Techniques, \*Testing, Testing Problems, Testing Programs, Writing Instruction

Identifiers—National Assessment of Educational Progress

Teachers and test professionals must work together for responsible measurement in English to take place. Traditionally, they have refused to do so, a situation that has led to serious problems in at least three areas: research in the teaching of writing, classroom practice in teaching revision of writing, and some testing practices by such national organizations as the College Board, Educational Testing Service, American College Testing, and the National Assessment of Educational Progress. The English Placement Test developed by the faculty in the California State University and College systems represents a successful working model of the uneasy compromise teachers and testers can achieve. (Author/FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 189 185 TM 800 367  
Lacher, S. R. Torgeson, Ronald M.

Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—Nov 78

Note—36p.; For a related document, see TM 800 368.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Objectives, Grade 11, High Schools, \*Quantitative Tests, \*Secondary School Mathematics, State Programs, Student Evaluation, Testing Programs

Identifiers—National Assessment of Educational Progress, \*North Dakota

The purposes of the North Dakota Statewide Assessment of Student Performance in Mathematics are: (1) to meet the public's right to know about the current status of student knowledge throughout the state; (2) to provide information and recommendations for corrective action concerning areas of student performance needing improvement; and (3) to report the results to educational decision-makers. The objectives to be assessed comprise the following cognitive levels: recall and recognition, performing mathematical manipulations, understanding mathematical concepts and processes, problem solving, analyzing problem situations, and appreciation. In addition, data were collected on grade, sex, racial background, home and family background characteristics, general attitudes toward school and mathematics, participation in school programs, mathematics materials used in instruction, and educational and career aspirations. Student performance in basic computation was acceptable but not outstanding. Better attainment was noted on the use of measurement systems, solving consumer problems, algebraic and geometric terminology, reading graphs, applying formulas, and higher order problem solving. Areas of concern include ratio and percents, trigonometric functions, and the interpretation of measures of central tendency. The use of common items facilitated comparison of mathematics performance of North Dakota students with nationwide performance on the National Assessment of Educational Progress. (GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 189 186 TM 800 368  
Lacher, S. R. Torgeson, Ronald M.

Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—Oct 79

Note—81p.; For a related document, see TM 800 367.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Objectives, Elementary Education, \*Elementary School Mathematics, Grade 4, Grade 8, \*Quantitative Tests, \*State Programs, Student Evaluation, Testing Programs

Identifiers—National Assessment of Educational Progress, \*North Dakota

In response to citizens' need and right to know about how North Dakota students per-



form in mathematics, the Department of Public Instruction and the North Dakota Council of Teachers of Mathematics administered a criterion-referenced mathematics assessment in grades 4 (1,298 students) and 8 (1,475 students). Also included were items from the National Assessment of Educational Progress. The objectives were classified into four process categories: Mathematical Knowledge, Mathematical Skill, Mathematical Understanding, and Mathematical Application and Problem Solving. Only cognitive skills were assessed, without consideration of variables such as per pupil expenditure, ethnicity, and family income. Different tests were administered at the fourth and eighth grades, the intent being to measure performance at both a basic level and at an appropriate level of difficulty for both grades. Twenty-five of the items appearing on the fourth grade level, however, were also included at the eighth grade level. When compared with national results, children at both grade levels performed very well in assessment exercises. Some areas (place value, geometric terminology, metric system, graph interpretation, word problems), however, were found in need of attention. (Author/GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 190 653 TM 800 450  
Law, Alexander I

**Student Achievement in California Schools: 1978-79 Annual Report.**

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date—79

Note—210p.; For related documents see ED 142 571, 156 706, 167 610.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$1.25)

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Annual Reports, \*Basic Skills, \*Educational Assessment, Educational Trends, Elementary School Mathematics, Elementary Secondary Education, Grade 3, Grade 6, Grade 12, Reading Achievement, Scores, Secondary School Mathematics, Spelling, \*State Norms, State Programs, Student Characteristics, \*Testing Programs, Writing Skills

Identifiers—California, \*California Assessment Program, National Assessment of Educational Progress

During the 1978-79 school year, all third grade pupils in California public schools were tested in reading achievement. Tests of reading, written expression, spelling, and mathematics were administered to all sixth and twelfth graders. Various subtests of the Survey of Basic Skills, which was developed specifically for the California Assessment Program, were used. Results generally indicated improving scores for third and sixth graders, as compared to previous years' test

results. Twelfth graders' test scores declined in reading, remained the same in spelling, and improved in writing and mathematics. Several other conclusions were made: (1) females scored higher than males in reading, while males scored higher in mathematics; (2) students who speak English fluently, as well as either Chinese or Japanese, scored highest, followed by those who speak English only; (3) scores were directly related to parents' occupational and educational level, but socioeconomic differences decreased; (4) pupil mobility increased and although the less mobile students scored higher than the more mobile students, this difference became smaller; (5) nearly 60% of the seniors had taken four years of English instruction; and (6) greater exposure to English instruction and essay-writing experience was associated with higher writing scores. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 196 784

Williams, Paul L., Ed. Moore, Jerry R., Ed.  
**Criterion-Referenced Testing for the Social Studies. Bulletin 64.**

National Council for the Social Studies, Washington, D.C.

Report No.—ISBN-0-87986-034-0

Pub Date—80

Note—97p.

Available from—National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (\$5.95).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, \*Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, Needs Assessment, Norm Referenced Tests, Objective Tests, \*Social Studies, State of the Art Reviews

Identifiers—National Assessment of Educational Progress

This bulletin discusses current issues and practices in social studies assessment, ways to improve testing, and methodologies to strengthen the validity, reliability, and value of tests. The primary purpose of the bulletin is to bring the social studies profession up to date about the issues and strategies involving criterion-referenced testing. The bulletin is comprised of six chapters. Chapter 1 examines current issues in social studies testing. There has been inadequate treatment of assessment issues in social studies for a long time. Most "methods" texts, for example, offer simplistic, generalized descriptions of the assessment processes. Another problem is that student outcomes are often written in a vague and general way and, therefore are difficult to measure. Chapter 2 presents the procedures, findings, and conclusions of the Committee on Testing established by the National Council for the Social Studies to study testing practices in social studies education. Chapter 3 presents a brief introduction to and definition of criterion referenced tests (CRTs). The important characteristics of

CRTs are explained and are contrasted with norm-referenced and objectives-referenced tests. Perhaps the most important characteristic of CRTs is that the outcomes to be tested must be clearly defined and described. Chapter 4 extends those ideas introduced in chapter 3 by applying them in a school setting. Chapter 5 analyzes the National Assessment of Educational Progress for its efficacy relative to individual student diagnosis and remediation. Procedures for ensuring a basic level of psychometric integrity for CRTs are presented in chapter 6. Appendix I contains a brief bibliography of social studies tests and Appendix II presents statistical data for chapter 6. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

ED 197 596

Phillips, June K., Ed.

**Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.**

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date—81

Note—269p.; For individual papers, see FL 012 045-055.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077 (\$10.60; \$7.95 for ACTFL members).

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, International Studies, Lobbying, \*Modern Language Curriculum, Postsecondary Education, \*Public Policy, Public Relations, \*Second Language Instruction, \*Second Language Learning, Teacher Education

Identifiers—\*Presidents Comm Foreign Lang International Studies

This volume deals with issues in foreign language education that have come to the fore since the publication of the Report of the President's Commission on Foreign Language and International Studies. It contains the following articles: "Action or Inaction: An Editorial Opinion," by June Phillips; (2) "ACTFL's 1980 Agenda: Intention to Action," by ACTFL Staff; (3) "Public Relations: Making an Impact," by V. B. Galloway; (4) "Public Policy: The Washington Connection," by B. Owens; "A Case Study: The Foreign Language Liaison," by J. Mendelson; (5) "New Opportunities for Interprofessional Cooperation," by N. Abramowitz and H. Ferguson; (6) "Learning Outcomes in the Language Classroom," by G. Guntermann; (7) "Broadening the Middle School Curriculum through Content: Globalizing Foreign Languages," by L. Strasheim; (8) "The International High School: A Challenge for Scholars," by D. Goodman and G. Scott; (9) "Modest Proposals for Second and Foreign Language Teacher Education in the 1980s," by C. Hancock; (10) "Language Teaching-

/ Learning Research: A Canadian Perspective on Status and Directions," by H. Stern and J. Cummins; and (11) "The National Assessment of Educational Progress, Foreign Language Education, and the Future," by W. Martin. (AMH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

ED 199 383 TM 810 192  
Baker, Harold R.

Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.

Saskatchewan Univ., Saskatoon Extension Div.

Pub Date—78

Note—192p.

Pub Type— Information Analyses (070) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC08 Plus Postage. Descriptors—\*Agency Role, \*Economic Development, \*Educational Development, International Programs, National Programs, \*Social Development, \*Social Indicators

Identifiers—\*Educational Indicators, National Assessment of Educational Progress

This state-of-the-art series is the third of four interdependent monographs under the umbrella title of Education and Socioeconomic Development. Educational indicators are emphasized as part of the social indicators being considered in various countries. This monograph includes a glossary on understanding the language of education and related terms, and a chapter on the case for education in socioeconomic development. The core of the monograph reviews the approaches to educational indicator work in the following nine agencies: (1) Bureau of School Programs Evaluation, the State Department of Education, U.S.A.; (2) Institute for Educational Research, Finland; (3) National Center for Education Statistics, U.S.A.; (4) Organization for Economic Co-Operation and Development, France; (5) Office of Management and Budget, U.S.A.; (6) Stanford Research Institute, U.S.A.; (7) Urban Institute, U.S.A.; (8) United Nations Economic and Social Council, Switzerland; and (9) United Nations Economic, Scientific and Cultural Organization, France. A special chapter is devoted to the work of two agencies on output or result indicators, i.e. the International Association for the Evaluation of Educational Achievement, Stockholm, Sweden, and the National Assessment of Educational Progress, Denver, Colorado. (Author/RL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 201 460 RC 012 690  
Burke, Leslie Edington, Everett D.  
The Effects of the Rural School.  
Pub Date—9 Nov 80

Note—11p.; Paper presented at the Annual Kansas State University Rural and Small School Conference (2nd, Manhattan, KS, November 9-11, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Blacks, \*Community Involvement, Elementary Secondary Education, \*Ethnic Groups, Federal Aid, Federal Programs, Hispanic Americans, \*National Competency Tests, \*Racial Differences, Rural Schools, \*Rural Youth, Stereotypes, Whites  
Identifiers—\*National Assessment of Educational Progress

Generalizations about rural youth can be misleading as they are heterogeneous in their backgrounds, cultural heritage, values, and aspirations. This diversity is especially apparent when ethnic subgroups are examined. Black and Hispanic rural youth tend to have lower levels of achievement than white rural youth. This should be kept in mind when interpreting data from national studies giving results for all rural youth of a certain age group, as does the National Assessment of Educational Progress (NAEP). NAEP data show improved rural performance to national levels for some ages in science, reading, functional literacy, and social studies, with rural nine-year-olds apparently showing the most change. Other studies also indicate that rural academic achievement is on the upswing. Regulations attached to federal money often create problems for rural school boards and staff. Not only must programs be designed to meet federal guidelines, but often change is difficult because of barriers inherent in the organization of rural school districts. However, while many rural communities do not have the numerous resource people and facilities available to them which urban communities often have, they make up for this seeming lack with a spirit of commitment to and interdependence with their educative system. (CM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 205 367 SE 033 914  
Harms, Norris C., Ed. Yager, Robert E., Ed.  
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Science Teachers Association, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—140p.; For related documents, see ED 148 628 and ED 166 057.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (Stock No. 471-14776, write for correct price).

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Information

Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Biological Sciences, Curriculum Development, Educational Research, \*Elementary School Science, Elementary Secondary Education, Evaluation Methods, \*Inquiry, Inservice Teacher Education, Physical Sciences, Preservice Teacher Education, Science Curriculum, Science Instruction, Science Teachers, Scientific Enterprise, \*Scientific Literacy, \*Secondary School Science, \*Technology  
Identifiers—Discrepancy Analysis, National Assessment of Educational Progress

Presented in this document are the results of the five focus groups involved in Project Synthesis, a research study designed to synthesize and interpret the information found in the three National Science Foundation-funded status studies (the literature review, the national survey, and the case studies "The Status of Pre-College Science, Mathematics, and Social Studies Educational Practices in U.S. Schools: An Overview and Summaries of Three Studies," ED 166 034); reports from the science assessment efforts of the National Assessment of Educational Progress; and an analysis of current science textbooks as well as some other analyses of the current situation in K-12 science. Using a discrepancy model, the focus groups (biological sciences, physical sciences, inquiry, elementary school science, science-technology and society) each set forth a desired state, described the actual state of affairs in science education, identified discrepancies between the desired state and the actual state, and made recommendations for future action. Analyses relate to four student goal clusters. (PB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 205 608 TM 810 518  
Wolfe, Martin S.

Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.

Connecticut Univ., Storrs. School of Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Report No.—BRPE-81-3B

Pub Date—Nov 80

Note—74p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Computation, \*Educational Assessment, Elementary Secondary Education, Geometry, Grade 4, Grade 8, Grade 11, Graphs, Mathematical Concepts, \*Mathematics Education, Measurement, Problem Solving, \*Scores, \*State Programs, Testing Programs

Identifiers—Connecticut, \*Connecticut Assessment of Educational Progress, National Assessment of Educational Progress

This report describes the results of Connecticut's second statewide assessment of mathematical knowledge, skills and attitudes. The Connecticut Assessment of Educational Progress annually tests a sample of Connecticut students in grades 4, 8, and 11 in one or more subject areas. Students at each grade level were randomly selected to participate in the mathematics assessment. The CAEP assessment is designed to provide results by size of community, sex and regions within the State. National Assessment of Educational Progress (NAEP) items were used to provide comparisons with achievement levels of students in the nation and in the Northeast Region. Results on repeated items from the first Connecticut mathematics assessment in 1976-77 provide an important review of student progress over time. The report reveals continuing and serious problems with certain mathematics skills, but significant improvement can be noted in others. Overall, longitudinal comparisons are encouraging in grade 4. The results and recommendations in this report assist the statewide local school districts in planning for curriculum improvement, and will be used to monitor Connecticut's progress toward meeting the State Board Objectives for Public Education. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

**ED 209 635** CS 006 342  
**Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.**

Congress of the U.S., Washington, D.C.  
 House Committee on Education and Labor.  
 Pub Date—May 81

Note—106p.; Not available in paper copy due to small type.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, \*Government Role, Hearings, \*National Competency Tests, National Surveys, Parent Role, \*Reading Instruction, \*Reading Skills, Teacher Role, Writing Evaluation, Writing Instruction, \*Writing Skills

Identifiers—\*National Assessment of Educational Progress

This transcript of a hearing held by the Subcommittee on Elementary, Secondary, and Vocational Education of the United States House of Representatives focuses on the findings of two surveys conducted by the National Assessment of Educational Progress (NAEP): the third national reading assessment and the third writing assessment. The transcript contains statements by Roy H. Forbes, director of NAEP; Marjorie Farmer, representing the National Council of Teach-

ers of English; Roger Farr, past president of the International Reading Association; William H. Gray, a Representative from Pennsylvania; and Phyllis Schlafly, president of the Eagle Forum. In addition to these statements, the transcript provides prepared statements, letters, and supplemental materials pertinent to the hearing. (FL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**ED 210 180** SE 035 911  
*Connor, Totsye And Others*

**A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.**

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date—81

Note—208p.; Not available in paper copy due to copyright restrictions. Contains light and broken type throughout. Best copy available.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Curriculum Design, Curriculum Development, Curriculum Guides, \*Educational Change, Educational Objectives, Elementary Education, \*Elementary School Mathematics, Guidelines, \*Mathematics Curriculum, Mathematics Education, Mathematics Instruction, \*Problem Solving

Identifiers—National Assessment of Educational Progress

This document notes that the traditional elementary school mathematics curriculum focused on computation. Data from the National Assessment of Educational Progress and other tests in states where minimum competencies have been established are thought to indicate computation-oriented curriculum has not produced the desired results. Further, the availability of microcomputers and calculators is viewed to nullify this curriculum approach. The program described here was scheduled for implementation at the P.K. Yonge Laboratory School during 1981-82 school year. It presents a plan for a mathematics curriculum which de-emphasizes computational skills and focuses on several topics (especially problem solving) not currently emphasized. The general format of each grade level guide is a descriptive statement about each relevant curriculum strand at the given grade followed by goal statements, list of materials and activities, and a space for evaluating teaching techniques and pupil performance. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

**ED 211 432** SO 013 818  
*Hawke, Sharryl*

**The Renaissance in Economic Education. Research/Ideas/Practice.**

National Association of Secondary School Principals, Reston, Va.

Pub Date—Dec 81

Note—13p.

Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (\$0.50, quantity discounts available).

Journal Cit—Curriculum Report; v11 n2 Dec 1981

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Economics Education, Educational History, \*Educational Practices, \*Educational Research, \*Educational Trends, Elementary Secondary Education, Newsletters

Identifiers—National Assessment of Educational Progress

This report examines trends, research, ideas, and practices in economics education today. The report begins with a discussion of where economics instruction stands today and where it seems to be going. Implications of current happenings are examined. Only eight percent of high school graduates today take an economics course. However, the National Assessment of Educational Progress reports that economics was the only one of four knowledge areas in which 13-year-olds showed a significant improvement in recent years. Recent trends include a new interest in and focus on economic literacy, new offerings in economics education in schools throughout the country, and a growing level of involvement by the private sector in economics education within public schools. What research says about economics instruction is discussed. Major research findings include the following: economics can be taught to all kinds of students; attitudes of students toward economics is related to their teachers' attitudes toward economics; and there is no one, unchallengeable way to effectively teach economics. The report provides an annotated listing of resource organizations in economics education. Innovative and exemplary programs in economics education are also described. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

**ED 213 769** TM 820 219  
*Wirtz, Willard Lapointe, Archie*

**Measuring the Quality of Education: A Report on Assessing Educational Progress.**

Spons Agency—Carnegie Foundation for the Advancement of Teaching.; Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date—82

Note—95p.

Available from—Wirtz and Lapointe, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$5.75)

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Educational Assessment,



\*Educational Quality, Elementary Secondary Education, \*Program Effectiveness, Program Evaluation, \*Standards, Testing Programs

Identifiers—\*National Assessment of Educational Progress

Since 1969 National Assessment of Educational Progress (NAEP) reports on the scholastic achievements of the nation's elementary and secondary level students have been appearing frequently. The reactions to these reports are a perplexing mix of acclaim and criticism, of expressed respect but apparently slight regard. This study assesses NAEP and considers the anomaly of the gap between its reputed quality among experts and relatively slight public notice and influence. The analysis of NAEP and the report's recommendations have been put in the context of the concept of definable and measurable, and also "higher," educational standards. The study reflects, too, the growing realization throughout not only the educational profession but the country at large that these standards must be used carefully. The controlling questions that guided the study were whether the essential features of NAEP have importance in the development of higher educational standards and how, if they do, traditional NAEP practices should be re-shaped to serve these purposes. Consideration of specific issues customarily raised about NAEP's design, program and procedures is deferred until the issue of its sufficient reason for being, in a standards oriented system, is faced and answered. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description: Program Goals.

ED 215 034 UD 022 183  
Langer, Philip And Others

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.  
Pub Date—22 Mar 82

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type— Speeches/Meeting Papers (150)  
— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Black Students, Comparative Analysis, Elementary Secondary Education, \*Predictor Variables, \*School Entrance Age, \*Student Attrition, Trend Analysis, \*White Students

Identifiers—National Assessment of Educational Progress

The study described in this paper utilized data from the National Assessment of Educational Progress (NAEP) to compare achievement trends among black and white students with respect to the variable of age at admission to first grade. The three age groups selected were nine, thirteen, and seventeen year olds. NAEP data in reading, mathematics, and science were combined and analyzed using multiple regression. Predictor variables included class age, relative age, sex, parental

education, home environment, region, and type of community. It was found that by age seventeen, the differences between younger and older first grade entrants disappeared, but that trend differences persisted between white and black samples. It is argued that the change in whites is due in great part to higher retention rate among young males, and that for blacks there is a more general attrition phenomenon. (Author/GC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 005 372 AA 502 335  
Tyler, Ralph W.

National Assessment—Some Valuable By-Products for Schools

Pub Date—69 May

Journal Cit—Nat Elem Princ; 48; 6; 42-48

Descriptors—\*Academic Achievement, Educational Diagnosis, Educational Objectives, \*Evaluation Methods, \*Student Evaluation, \*Testing, Test Results

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

EJ 032 003 EA 501 175  
Finley, Carmen J.

National Assessment: Reports and Implications for School Districts

Pub Date—Jan '71

Journal Cit—National Elementary Principal; 50; 3; 25-32

Descriptors—Data Collection, Intelligence, \*National Competency Tests, National Norms, \*National Surveys, \*Test Results  
Identifiers—National Assessment of Educational Progress

Some results from the first year of the national assessment of educational progress project. (RA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 036 455 TE 201 307  
Shafer, Robert E.

A National Assessment in English: A Double Edged Sword

Pub Date—Apr 71

Journal Cit—Elementary English; 48; 4; 188-95

Descriptors—Behavioral Objectives, \*Educational Testing, \*English Education, English Instruction, \*Evaluation, Literature, Reading Skills, \*Testing Problems

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 048 716 AA 511 200

Johnson, George H.

National Assessment: Where Is It Now?

Pub Date—Jan 72

Journal Cit—Educational Leadership; 29; 4; 327-8

Descriptors—\*Data Analysis, \*Educational Diagnosis, Evaluation, \*Relevance (Education), Test Results

Identifiers—\*National Assessment of Educational Progress

Describes the current status of national educational assessment and the types of data now available from the assessment activities. (AN) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

EJ 054 501 EA 502 393  
Tyler, Ralph W.

Why Evaluate Education?

Pub Date—Feb 72

Journal Cit—Compact; 6; 1; 3-4

Descriptors—\*Educational Quality, \*Evaluation, \*Evaluation Methods, \*Evaluation Needs, \*Testing

Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).

EJ 068 035 AA 513 996  
Farquhar, Robin McCuaig, Donald

Administration's Janus: The Two Faces of Educational Evaluation

Pub Date—Sep 72

Journal Cit—Education Canada; 12; 3; 14-21

Descriptors—Accountability, \*Administrator Role, Educational Change, \*Evaluation, \*Evaluation Methods, \*Evaluation Needs, \*Models

Identifiers—Context Evaluation, National Assessment of Educational Progress

Authors emphasize that evaluation should see ahead as well as behind, they point out some promising evaluation models and enumerate a few practical principles to remember. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 095 637 AA 518 177  
Tyler, Ralph W.

The National Assessment of Educational Progress

Pub Date—Spr 74

Journal Cit—New York University Education Quarterly; 5; 3; 13-8

Descriptors—\*Academic Achievement, Curriculum Development, \*Educational Objectives, Measurement Instruments, \*Program Development, \*Student Evaluation, \*Test



## Validity

Identifiers—\*National Assessment of Educational Progress

Conventional achievement tests rank students in relation to each other. New assessment tests reflect what schools are trying to teach and how they are succeeding for representative geographic, age, racial, and socioeconomic groups. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 096 953

SO 502 831

Fair, Jean

What is National Assessment and What Does It say to us?

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 398-403,414

Descriptors—Citizenship, \*Educational Assessment, Educational History, \*National Surveys, Objectives, policy Formation, \*Social Studies

Identifiers—National Assessment of Educational Progress

An introduction and background to National Assessment of Educational Progress (NAEP) discusses how decisions were made as to what objectives were assessed and how the evidence was interpreted. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 096 960

SO 502 838

Mullis, Ina V. S.  
From NAEP.....

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 428-429

Descriptors—Data Collection, Diffusion, Educational Assessment, \*Information Dissemination, \*Institutional Cooperation, National Surveys, \*Professional Associations

Identifiers—National Assessment of Educational Progress

Although a general description of NAEP as well as some of its reports are presented, the purpose of this article is to emphasize the hopes that the work of NCSS will bring about a better understanding of NAEP by social studies and citizenship educators. (Author) Primary type of information provided by report: Program Description.

EJ 096 961

SO 502 839

An Annotated Bibliography on Citizenship and Social Studies Assessments

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 430

Descriptors—\*Annotated Bibliographies, \*Citizenship, Educational Assessment, National Surveys, Objectives, Political Attitudes, \*Social Studies

Identifiers—National Assessment of Educational Progress

A bibliography of NAEP official reports and booklets containing the descriptions of objectives and sub-objectives developed for each National Assessment subject area and the Process of their development is presented. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 101 994

AA 518 883

Saylor, Galen

How to Use the Findings from National Assessment

Pub Date—Sep 74

Journal Cit—NASSP Bulletin; 58; 383; 63-70

Descriptors—\*Criterion Referenced Tests, \*Decision Making, \*Educational Objectives, \*Educational Planning, \*Educational Policy, Program Development, Sampling, Testing Programs

Identifiers—\*National Assessment of Educational Progress

The author assesses the contributions to educational planning of the National Assessment of Education Progress. He gives examples of the findings and asks questions as to how they can be utilized by school systems. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 123 613

AA 521 290

Ahmann, J. Stanley

Assessing National Levels of Achievement in a Systematic Manner

Pub Date—Sum 74

Journal Cit—Educational Horizons; 52; 4; 179-83

Descriptors—\*Academic Achievement, Curriculum, \*Data Analysis, \*Data Collection, \*Educational Objectives, \*National Competency Tests, Sampling, Tables (Data)

Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 124 185

EA 506 372

Olson, Paul

POWER and the National Assessment of Educational Progress

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 46-53

Descriptors—Accountability, Cultural Context, \*Cultural Influences, Educational As-

essment, \*Educational Testing, Elementary Secondary Education, \*National Norms, \*School District Autonomy, \*Standardized Tests, Test Bias

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress, in its power base, conception, creation, and execution, runs against the view that respects the local, unique culture as the prime determinant in education and supports the idea that education is an entity that a national program can clarify for delivery to children. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 124 186

EA 506 373

Tyler, Ralph W.

Some Comments on Power and the NAEP

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 54-55

Descriptors—Comparative Analysis, \*Educational Assessment, \*National Surveys

Identifiers—\*National Assessment of Educational Progress

A reply to the preceding article in this issue. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 124 187

EA 506 374

Olson, Paul

Paul Olson Replies

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 56

Descriptors—Comparative Analysis, \*Educational Assessment, \*National Norms, \*National Surveys, School District Autonomy

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 131 671

SP 504 183

Ahmann, J. Stanley

A Report on National Assessment in Seven Learning Areas

Pub Date—Jan/Feb 75

Journal Cit—Today's Education; 64; 1; 63-4

Descriptors—Citizenship, \*Educational Assessment, Literature, Music, \*National Surveys, Reading, Sciences, Social Studies, Writing (Composition)

Identifiers—\*National Assessment of Educational Progress

This article contains a small sampling of some of the research findings of the National Assessment in social studies, citizenship, science, reading, writing, literature, and music. (RC) Aspect of National Assessment

## CITATIONS

B.GEN.b

155

(NAEP) dealt with in this document: Results (Overview).

EJ 139 741 IR 503 499  
Harnischfeger, Annegret Wiley, David E.

The Marrow of Achievement Test Score Declines

Pub Date—Jun 76

Journal Cit—Educational Technology; 16; 6; 5-14

Descriptors—Achievement Tests, College Entrance Examinations, \*Curriculum Development, Educational Policy, \*Educational Trends, Intelligence Tests, National Competency Tests, \*Performance Factors, Performance Tests, Testing Problems, \*Test Results

Identifiers—ACT Assessment, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Minnesota Scholastic Aptitude Test, National Assessment of Educational Progress, Scholastic Aptitude Test

The recent test score declines should initiate a reconsideration of basic and advanced skills, skills necessary for a rounded life, consumption, employment, leisure and political action. The importance of achievement test score declines requires a thorough consideration of these issues and questions. (JY) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 139 744 IR 503 502  
Forbes, Roy H.

Assessing Educational Attainments

Pub Date—Jun 76

Journal Cit—Educational Technology; 16; 6; 27-9

Descriptors—Academic Achievement, \*Educational Assessment, Knowledge Level, \*National Surveys, \*Statistical Data  
Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), a project of the Educational Commission of the States, has for the past 7 years been assessing the knowledge, skills, and attitudes of groups of young Americans. NAEP collects data by age, sex, race, geographic region, size and type of community and level of parental education for several learning areas. (JY) Aspect of National Assessment (NAEP) dealt with in this document: Results (Procedures).

EJ 149 672 AA 524 242  
Forbes, Roy H.

National Assessment: One Tool in the Education Toolbox

Pub Date—May 76

Journal Cit—NASSP Bulletin; 60; 400; 66-70

Descriptors—\*Academic Achievement, \*Accountability, \*Achievement Tests, \*Educational Assessment, Educational

Problems, Functional Literacy, \*Scores, Student Development, Writing Skills  
Identifiers—\*National Assessment of Educational Progress

Education is a complex issue and no sweeping generalizations about it can be made. It follows, therefore, that there can be no simple answer to the student test score decline question. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 153 537 EA 507 960  
Forbes, Roy H.

NAEP: One "Tool" to Improve Instruction

Pub Date—Jan 77

Journal Cit—Educational Leadership; 34; 4; 276-281

Descriptors—Academic Achievement, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, National Surveys, \*Program Descriptions, \*Program Evaluation

Identifiers—National Assessment of Educational Progress

Discusses the development of the National Assessment of Educational Progress and describes how its methods and materials are being used in Nebraska, Connecticut, Maine, and other states as a tool to improve educational programs. (Author/JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 162 896 SE 518 904  
Literacy and Numeracy in Australian Schools

Pub Date—Oct/Dec 76

Journal Cit—Australian Mathematics Teacher; 32; 5/6; 217-220

Descriptors—\*Achievement, \*Basic Skills, \*Comparative Education, Elementary School Mathematics, Elementary Secondary Education, International Education, Literacy, \*Mathematics Education, \*National Competency Tests

Identifiers—\*Australia, National Assessment of Educational Progress

This report summarizes the results of a study of literacy and numeracy conducted by the Australian Council of Education Research. Results on computation items are compared with those obtained in the National Assessment of Educational Progress. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 167 859 EA 509 076  
Taylor, Bob L. Krakow, Jere

NAEP's Implicit Assumptions

Pub Date—Oct 77

Available from—Reprint Available (See p. vii); UMI

Journal Cit—Educational Leadership; 35; 1;

47-51

Descriptors—Academic Achievement, \*Achievement Tests, \*Educational Assessment, Elementary Secondary Education  
Identifiers—\*National Assessment of Educational Progress

EJ 178 284 SE 519 744  
Lippincott, W. T.

Editorially Speaking. 17-Year-Olds: What They Know and Can Do

Pub Date—Jul 77

Available from—Reprint Available (See p. vii); UMI

Journal Cit—Journal of Chemical Education; 54; 7; 397

Descriptors—\*Chemistry, \*Cognitive Ability, Cognitive Development, \*Editorials, Educational Assessment, \*Science Education, Science Teachers, \*Secondary School Science, Secondary School Students  
Identifiers—National Assessment of Educational Progress

Summarizes the National Assessment of Educational Progress (NAEP) study that, among other things, profiles the cognitive abilities of 17-year-olds. The editorial ends by asking how chemistry teachers can make use of this information to improve their effectiveness in teaching to the present type of student. (MR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 202 273 SO 507 205  
Ahmann, J. Stanley

Differential Changes in Levels of Achievement for Students in Three Age Groups.

Pub Date—79

Journal Cit—Educational Studies; v10 n1 p35-51 Spr 1979

Pub Type—Journal Articles (080) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

Descriptors—\*Academic Achievement, Basic Skills, Creativity, \*Educational Assessment, Educational Research, Elementary Secondary Education, \*Information Needs, Longitudinal Studies, Tables (Data), \*Trend Analysis

Identifiers—National Assessment of Educational Progress

Discusses data relating to performance of students on achievement tests. Describes an achievement study, the National Assessment of Educational Progress (NAEP), which follows achievement trends in basic skills, general subject matter, humanities, and fine arts. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals) (Progress Report).

EJ 208 033 EA 511 701  
*Pipho, Chris*

**The NAEP Conference on Minimum Competency Testing.**

Pub Date—Oct79

Available from—Reprint: UMI

Journal Cit—Phi Delta Kappan; v61 n2 p123-24 Oct 1979

Pub Type— Journal Articles (080);— Reports - Descriptive (141)

Descriptors—Elementary Secondary Education, \*Minimum Competency Testing, Program Evaluation

Identifiers—National Assessment of Educational Progress

Offers a brief report on the National Assessment of Educational Progress conference on minimum competency testing. Among the reports was one asserting a logical relationship between student competency testing and teacher competency testing, and one noting that no research evidence shows that mandated student competency testing programs are working. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 209 442 EA 511 809  
*Geisert, Gene*

**National Assessment: A Model for State and Local Competency Mandates?**

Pub Date—79

Journal Cit—Compact; v13 n3 p21-23,29 Fall 1979

Pub Type— Journal Articles (080) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Descriptors—\*Academic Achievement, \*Educational Assessment, Elementary Secondary Education, \*Minimum Competency Testing, \*National Norms

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) gathers information about national levels of education achievement that helps explain and interpret other research, policy efforts, and the phenomena of unanticipated changes in American education. (Author) Primary type of information provided by report: Program Description (Program Goals) (Operating Policies).

EJ 219 576 EA 512 598  
*Farr, Roger Olshavsky, Jill Edwards*

**Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?**

Pub Date—Apr80

Available from—Reprint: UMI

Journal Cit—Phi Delta Kappan; v61 n8 p528-30 Apr 1980

Pub Type— Journal Articles (080) — Opinion Papers (120)

Descriptors—\*Achievement Tests, \*Aptitude Tests, Elementary Secondary Education, \*Literacy, \*Minimum Competency Testing, Reading Skills, \*Standardized Tests, Test Results

Identifiers—\*National Assessment of Educational Progress, \*Scholastic Aptitude Test

Because the skills tested on the Scholastic Aptitude Test (SAT) are higher order skills than those of basic literacy, teaching basic literacy will not necessarily improve SAT scores. The National Assessment of Educational Progress, which does test literacy, indicates that students do possess basic literacy skills. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Evaluation).

EJ 220 456 AA 531 015  
*Galton, Maurice*

**A Constructive Response to the APU.**

Pub Date—79

Journal Cit—Forum for the Discussion of New Trends in Education; v22 n1 p20-22,18 Fall 1979

Pub Type— Journal Articles (080) — Opinion Papers (120)

Descriptors—\*Accountability, \*Classroom Observation—Techniques, Comparative Education, \*Educational Assessment, Elementary Secondary Education, Informal Assessment, Inservice Teacher Education, National Programs, \*Teacher Participation, Test Construction

Identifiers—\*Assessment of Performance Unit, Great Britain, National Assessment of Educational Progress, United States  
 Suggesting that, like the National Assessment of Educational Progress (NAEP) in the United States, Britain's Assessment of Performance Unit is likely to evoke opposition, the author proposes a teacher-based assessment system as an alternative. (SJL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 232 973 SE 528 209  
*Hurd, Paul De Hart And Others*

**Biology Education in Secondary Schools of the United States.**

Pub Date—Oct80

Available from—Reprint: UMI

Journal Cit—American Biology Teacher; v42 n7 p388-410 Oct 1980

Pub Type— Journal Articles (080) — Information Analyses (070)

Descriptors—\*Biology, \*Educational Research, Science Course Improvement Projects, \*Science Curriculum, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science, \*State Of The Art Reviews

Identifiers—National Assessment of Educational Progress, National Science Foundation, \*Science Education Research

Describes aspects of the current status of biology teaching at the pre-college level, from an analysis of data collected from three NSF surveys, the NAEP, current textbooks, and other sources. Discusses previous and prospective viewpoints regarding goals of biology education, its curriculum, teachers, laboratory, and contemporary status. (CS) Aspect

of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 494 SE 528 614  
*Kolata, Gina Bari*

**Math and Sex: Are Girls Born with Less Ability?**

Pub Date—Dec80

Available from—Reprint: UMI

Journal Cit—Science; v210 n4475 p1234-35 Dec 1980

Pub Type— Journal Articles (080)

Descriptors—\*Academic Ability, \*Cognitive Ability, Females, \*Learning Theories, \*Mathematics Education, Problem Solving, \*Sex Differences, Sex Stereotypes, \*Student Characteristics

Identifiers—\*Mathematics Education Research, National Assessment of Educational Progress

The idea that females may be born with less mathematical ability than males is explored. Data from Benbow and Stanley, as well as from the Education Commission of the States, are considered. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 284 SO 508 587  
*Marker, Gerald W.*

**What Educators Know and Believe about the Energy Situation.**

Pub Date—80

Available from—Reprint: UMI

Journal Cit—Social Studies; v71 n6 p258-63 Nov-Dec 1980

Pub Type— Journal Articles (080) — Information Analyses (070)

Descriptors—\*Elementary School Teachers, \*Energy, Knowledge Level, Social Studies, \*Surveys, Teacher Attitudes

Identifiers—National Assessment of Educational Progress

This article discusses the results of a survey conducted to determine what educators know and feel about the energy situation. A total of 324 educators, 82 percent of whom were elementary teachers, responded to the survey. Overall the educators were somewhat better informed about energy matters than the few general population groups which have been surveyed. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Special Analyses).

EJ 249 182 SE 529 726  
*Jones, Lyle V.*

**Achievement Test Scores in Mathematics and Science.**

Pub Date—Jul81

Available from—Reprint: UMI

Journal Cit—Science; v213 n4506 p412-16 Jul 1981

Pub Type— Journal Articles (080) — Reports - Descriptive (141)

## CITATIONS

**Descriptors**—\*Achievement Tests, \*Aptitude Tests, College Bound Students, \*College Entrance Examinations, Educational Policy, Elementary School Science, Elementary Secondary Education, \*High School Seniors, Mathematics Education, Science Curriculum, \*Science Education, Science Instruction, Science Tests, Secondary School Science, \*Test Results, Test Reviews

**Identifiers**—Iowa Testing Programs, National Assessment of Educational Progress, Scholastic Aptitude Test

Describes trends related to declining mathematics and science achievement test scores of graduating high-school seniors. Reports that scores of students intending to major in college mathematics and science have been stable over time. Discusses implications for education policy, particularly in science in elementary grades. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 251 728 TM 506 364

Wiley. David E.

Improving Policy Development.

Pub Date—81

Journal Cit—New Directions for Testing and Measurement; n10 p49-64 1981

Pub Type—Journal Articles (080) — Opinion Papers (120) — Reports - Descriptive (141)

**Descriptors**—\*Educational Assessment, Educational Policy, \*Educational Quality, Elementary Secondary Education, \*Federal Programs, \*Policy Formation, \*Program Improvement, Resource Allocation, \*State Programs

**Identifiers**—California Assessment Program, \*Evaluation Utilization, National Assessment of Educational Progress, National Institute of Education

The major issue of educational quality is linked to the potential of national and state assessment programs. It is suggested that changes in assessment design, analysis, and reporting can significantly contribute to improvement in the policy development process. The California Assessment Program illustrates how state assessment information may be analyzed. (Author/AEF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 255 106 EA 514 870

Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.

Pub Date—Dec81

Available from—Reprint: UMI

Journal Cit—Phi Delta Kappan; v63 n4 p263-67 Dec 1981

Pub Type—Journal Articles (080) — Opinion Papers (120)

**Descriptors**—Academic Achievement, \*Academic Standards, \*Educational As-

essment, Elementary Secondary Education, Futures (of Society), Mass Media, Political Influences, \*Program Effectiveness

**Identifiers**—\*National Assessment of Educational Progress, \*National Standards

In an interview, Willard Wirtz discusses his recent report, "Measuring the Quality of Education." Wirtz believes that the National Assessment of Educational Progress should be widely publicized and used and directed toward framing nationwide standards of educational quality. (Author/WD) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

EJ 261 359 CS 726 651

Langer, Judith A.

Reading, Thinking, Writing . . . and Teaching.

Pub Date—Apr82

Available from—Reprint: UMI

Journal Cit—Language Arts; v59 n4 p336-41 Apr 1982

Pub Type—Journal Articles (080) — Opinion Papers (120) — Information Analyses (070)

**Descriptors**—\*Critical Reading, \*Critical Thinking, Educational Assessment, Elementary Secondary Education, \*English Instruction, \*Literature Appreciation, Research Utilization, Study Skills, Teaching Methods, Writing Skills

**Identifiers**—National Assessment of Educational Progress, \*Reader Response

Discusses classroom situations that foster superficial discussion of literature and suggests that teachers focus on what students write rather than how, in order to encourage open exchange of ideas. (HTH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 261 390 CS 726 682

Lehr, Fran

ERIC/RCS: Developing Critical Reading and Thinking Skills.

Pub Date—May82

Available from—Reprint: UMI

Journal Cit—Journal of Reading; v25 n8 p804-07 May 1982

Pub Type—Journal Articles (080) — Information Analyses - ERIC Information Analysis Products (071)

**Descriptors**—\*Critical Reading, \*Critical Thinking, \*Discussion (Teaching Technique), Elementary Education, Reading Comprehension, \*Reading Instruction, Secondary Education, \*Writing Skills

**Identifiers**—National Assessment of Educational Progress, \*Reading Writing Relationship

Describes lessons that build students' critical thinking skills through improving class discussions, distinguishing between comprehension and critical reading, and involving students in writing while reading. (AEA) As-

pect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 262 683

UD 509 110

Bock, R. Darrell And Others

The Next Stage in Educational Assessment.

Pub Date—Mar82

Available from—Reprint: UMI

Journal Cit—Educational Researcher; v11 n3

p4-11, 16 Mar 1982

Pub Type—Journal Articles (080) — Reports - General (140)

**Descriptors**—Academic Achievement, \*Educational Assessment, \*Evaluation Methods, Item Sampling, \*Measurement Techniques, Models, \*National Programs, \*Research Problems

**Identifiers**—\*California Assessment Program, \*National Assessment of Educational Progress

Describes the evolution of national educational assessment in the United States, its present stage of development, methodological and reporting problems, and approaches applicable to assessment data. Examines how proposed approaches can be applied in the California Assessment Program and in the National Assessment of Educational Progress. (MJL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description; Procedures.

EJ 262 707

UD 509 134

Burton, Nancy W. Jones, Lyle V.

Recent Trends in Achievement Levels of Black and White Youth.

Pub Date—Apr82

Available from—Reprint: UMI

Journal Cit—Educational Researcher; v11 n4 p11-14 Apr 1982

Pub Type—Journal Articles (080) — Reports - Research (143)

**Descriptors**—\*Academic Achievement, \*Achievement Rating, Black Achievement, Black Students, \*Dropout Rate, \*Educational Trends, Elementary Secondary Education, Longitudinal Studies, \*Outcomes of Education, \*Racial Differences, White Students

**Identifiers**—National Assessment of Educational Progress

The differences between Black and White students are shown to be decreasing in both academic outcomes and in levels of participation in schooling. National data in five subject areas, high school completion rates, and dropout rates are compared. (Author/GPM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trend).



c. GENERAL AND  
MISCELLANEOUS

ED 035 783 AA 000 486  
Mattson, Judith, Ed.

**CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2487

Pub Date—70

Contract—OEC-3-6-002487-1579-(010)

Note—28p.

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Counseling Services, Education, Educational Change, \*Educational Programs, Educational Trends, \*Evaluation, \*Newsletters, Tests

Identifiers—National Assessment of Educational Progress

The Winter, 1970 issue of CAPS Capsule concerns the concept and structure of the National Assessment of Educational Progress (NAEP), which responds to the need to look at the outputs of education. Frank B. Womer, Staff Director of NAEP, discusses the following: (1) NAEP's origin; (2) the subject areas selected for assessment; (3) the development and use of program tests; (4) how information is reported and used; and (5) future goals of the program. Critical assessments and analyses of NAEP follow, by Martin Katzman, Warren Findley, and Robert Ebel. Also included are: (1) an annotated bibliography of journals from ERIC Central's monthly Current Index to Journals in Education (CIJE), pertaining to national assessment and NAEP; (2) a presentation by Garry R. Walz, Center director, on program developments in guidance and counseling; (3) information on CAPS publications; and (4) listings of Center activities. (EK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background) (Program Goals).

ED 052 264 TM 000 777  
Proceedings of the 1970 Invitational Conference on Testing Problems.

Educational Testing Service, Princeton, N.J. Pub Date—71

Note—183p.; From the Proceedings of the 1970 Invitational Conference on Testing Problems, New York, New York, October 31, 1971

Available from—Educational Testing Service, Princeton, New Jersey 08540

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Bayesian Statistics, Bias, Blacks, \*Conferences, Data Collection, Decision Making, Educational Improvement, Educational Needs, Evaluation, Higher Education, \*Information Systems,

Longitudinal Studies, Measurement Techniques, Models, Negative Attitudes, Social Change, \*Speeches, \*Testing, \*Testing Problems

Identifiers—National Assessment of Educational Progress

The conference theme was "The Promise and Perils of Educational Information Systems," defined as collections of test data on knowledges, skills, interests, and attitudes maintained for the purpose of educational decision making. Topics covered were: "Longer Education: Thinner, Broader, or Higher" (Fritz Machlup); "Testing: Americans' Comfortable Panacea" (Theodore R.Sizer); "Social and Cultural Change and the Need for Educational Information: The Futurist's View" (Herman Kahn); "School Testing to Test the Schools" (Richard M. Jaeger); "National Assessment" (Robert E. Stake); "Bayesian Considerations in Educational Information Systems" (Melvin R. Novick); "Temporal Changes in Treatment-Effect Correlations: A Quasi-Experimental Model for Institutional Records and Longitudinal Studies" (Donald T. Campbell); "Higher Education: For Whom? At Whose Cost?" (Carl Kaysen); "Social Accounting in Education: Reflections on Supply and Demand" (David K. Cohen); "Ethical and Legal Aspects of the Collection of Educational Information" (David A. Goslin); and "Test Information as a Reinforcer of Negative Attitudes Toward Black Americans" (Elias Blake, Jr.). (AG) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

ED 070 172 EA 004 714  
National Educational Assessment: Pro and Con.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date—66

Note—56p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 382-11768, \$1.00, Quantity Discounts)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Achievement Tests, Comparative Analysis, Comparative Testing, Curriculum Evaluation, \*Evaluation, Evaluation Methods, National Competency Tests, National Norms, \*Sampling, \*Testing, \*Test Interpretation, Test Validity, \*Test Wisdom

Identifiers—National Assessment of Educational Progress

In this publication, designed to serve interested laymen as well as educators, various authors explore the viewpoints of the proponents and the opponents of the National Assessment Program. In their analysis of assessment and its related issues, these authors attempt to provide information that could serve as a basis for an objective consideration of the limitations, possibilities, and

implications of the Program. Central to the discussions covered in the six papers is the question of the use of tests as a means of carrying out the assessment goals and the implications of having a pilot program run by a private concern such as the Carnegie Corporation. The presentation concludes with a transcript of the White House Conference assessment debate (July 20, 1965), the resolution of the Council of Chief State School Officers on measurement and reporting of educational results (November 1965), the ASCD Executive Committee statement of guidelines for national assessment of educational outcomes (January 1966), and the AASA Resolution concerning national testing and curriculum (February 1966). (Author/EA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 085 127

Henderson, George

RC 007 470

**National Assessment and Rural Education.** New Mexico State Univ., University Park.

ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date—Dec 73

Contract—OEC-1-6-062469-1574(10)

Note—50p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock Number EC-004, \$2.50)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Accountability, Citizenship, \*Intelligence, Literature, \*National Norms, Needs, Reading Achievement, \*Rural Education, Science Education, \*Student Evaluation, Writing Skills

Identifiers—\*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are and where the country's education problem areas lie. NAEP exercises have been constructed to provide information by 3 divisions: (1) what all or almost all children are learning, (2) what the most advanced are learning, and (3) what the middle or "average" children are learning. The accumulated test results will serve the purpose of differentiated assessment of the overall progress of education. NAEP defined 192 separate populations for testing by the following subdivisions: sex, race, geographic region, age group, community size and type, and socioeconomic level. This report discusses rural education and national assessment for reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed. A brief historical overview; the assessment procedures and schedule; and the

social and psychological, cultural, economic, political, and military implications are also covered. (NQ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 093 778** SO 007 636  
Papers on Educational Reform, Volume IV. Open Court Publishing Co., La Salle, Ill. Pub Date—74

Note—158p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (5th, Starved Rock State Park, Illinois, May 1973); For related volumes, see SO 007 637 through SO 007 639

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 (\$1.95, quantity prices quoted upon request)

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Basic Skills, \*Curriculum, \*Educational Assessment, \*Educational Change, Educational History, \*Educational Philosophy, Evaluation, \*General Education, Higher Education, Humanities Instruction, Interdisciplinary Approach, Literacy, Literature, Objective Tests, Poetry, Progressive Education

Identifiers—Great Britain, National Assessment of Educational Progress

The following nine papers were presented to the Open Court Editorial Advisory Board Meeting, 1974. In "National Assessment of Educational Progress" J. Stanley Ahmann provides an overview of assessment aims, construction, and results. Jacques Barzun discusses the history of educational theory in "The Use of Tradition in Educational Disputes". In "Crisis in British Education," Rhodes Boyson explores declining standards of achievement as a result of neoprogessivism. Cleanth Brooks suggests the use of literature, poetry in particular, to illuminate the past in "Combined Studies Program: Literary Elements." Peter Hilton discusses five problems peculiar to higher education and applies that discussion to education in general in "Some Problems of Contemporary Education." Banesh Hoffman provides examples of the lack of objectivity in objective tests in "On-The Mechanization of Evaluation." in "Reflections on the Disorder of Our Times," Sidney Hook appeals for rationality in our ideas about social order. Albert Williams Levi contributes "History and Philosophy in the International Baccalaureate." Ralph A. Smith outlines a sane educational theory and pedagogy for art instruction in "The 'New' Appreciation of Art." (JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 129 908** TM 005 751  
Follett, Joseph F.

GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SWRL-PP-34

Pub Date—10 Mar 76

Contract—NE-C-00-3-0064

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Accountability, \*Achievement Tests, Classification, Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, Instructional Programs, \*National Programs, Norm Referenced Tests, Program Effectiveness, Standardized Tests, State Programs, Testing Problems, \*Testing Programs, Urban Programs

Identifiers—Instructional Hierarchies, National Assessment of Educational Progress

General features of local and national programs for assessing achievements referencing the common instruction are discussed within a single mastery achievement testing framework. The envisioned programs differ only in informative detail. Most such differences are viewed as amenable to formalization and the basis for distinguishing between local instructional management requirements and state and national stocktaking requirements for information on scholastic achievements is illustrated for selected knowledges and skills. The implications of the envisioned achievement testing programs for local, state, and national determinations of educational productivity are noted. It is contended that the earliest apt educational productivity estimates must be based on aggregate direct costs of education as inputs—perhaps with a "catch-up" cost portion removed by general agreement—and short-term absolute scholastic achievement effects as outputs. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 131 345** CG 006 215  
Hazlett, James A.

National Assessment—A Tool for Accountability.

Pub Date—23 Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (February, 1971)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accountability, \*Data Analysis, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*Social Science Research, Speeches, State of the Art Reviews, Statistical Studies

Identifiers—\*National Assessment of Educational Progress

James A. Hazlett, NAEP Administrative Director, discusses the National Assessment program as an accountability tool. The strengths and weaknesses of the program as an evaluative method in the cognitive areas are discussed at length. (MPJ) Aspect of Na-

tional Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

**ED 136 355** EA 009 266  
Needs Assessment.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 16 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, \*Needs Assessment

Identifiers—National Assessment of Educational Progress

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on needs assessment, all of which are indexed in the ERIC system. Materials on educational planning, accountability, the National Assessment of Educational Progress, and other topics are annotated. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 136 627** HE 008 384  
Graduation: 1976.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—21p.; Transcript for television program scheduled for broadcast on "Options in Education" during the week of June 21, 1976.

Available from—Options In Education, G.W. Institute for Educational Leadership, 2025 M St. N.W., Washington, D.C. 20036 (Program No. 34, \$0.25)

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*College Graduates, Competency Based Education, \*Degrees (Academic), \*Graduate Study, \*Graduation, \*Graduation Requirements, Higher Education, \*High School Graduates, Interviews, Minimum Competencies, Opinions, Parent Attitudes, Principals, Secondary Education, Social Attitudes, Student Attitudes, Television

Identifiers—Honorary Degrees

The program is a series of interviews and montages on the topic of graduation at all

levels: high school, college, graduate, and honorary degrees. Among those interviewed are: Caroline Bird, author of "The Case Against College"; Judith Harrison, Maureen Smith, and Frank Meta, graduates; Roy Forbes, Director of the National Assessment of Educational Progress; Samuel Proctor of Rutgers University; Irene Lober, Tom Chaney, and Gary Goff, high school principals discussing minimum competency requirements; and parents. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 145 587** EA 010 058  
**Quality of Education, 1977: Hearings before the Subcommittee on Education, Arts and Humanities, Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.**  
 Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.  
 Pub Date—77

Note—337p.; Not available in paper copy due to small print size of original document; Some pages may be illegible  
 Pub Type— Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Academic Aptitude, \*Achievement Tests, \*Educational Quality, Elementary Secondary Education, \*Standardized Tests, \*Testing Programs, Test Results

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnbull, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

**ED 151 355** SP 012 387  
*Ryor, John*  
**Teachers and Achievement Testing.**  
 National Education Association, Washington, D.C.

Pub Date—2 Mar 78  
 Note—7p.; Paper presented at the National Conference on Achievement Testing and Basic Skills (Washington, D.C., March 1-3, 1978)

Available from—National Education As-

sociation, Instruction and Professional Development, 1201 16th Street, N.W., Washington, D.C.

Journal Cit—"Monitor"; Release No. 21, March 17, 1978

Pub Type— Speeches/Meeting Papers (150)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Criterion Referenced Tests, Cultural Pluralism, \*Educational Objectives, \*Educational Testing, Futures (of Society), Individual Differences, National Norms, \*Norm Referenced Tests, Social Values, \*Standardized Tests, Testing Programs, Test Interpretation, \*Test Validity  
 Identifiers—National Assessment of Educational Progress

In this speech, the president of the National Education Association presents a series of arguments against the development of national educational standards and against the continued use of national, norm-referenced, standardized tests. Eight objections to the use of such tests are noted. Defense of the teaching profession's objections to the tests is based upon the fact that (while such tests provide much more security for the teacher than do criterion-referenced tests and parent-teacher-student conferences) they are simplistic in their measurement, nearly impossible for the layman or local teacher to interpret, and label half the test-takers as losers. In opposition to standardized testing, it is recommended that evaluation be performed in a variety of ways: observation of the student and his academic and personal growth by behavior, motivational patterns, independent work habits, presentations, parent-teacher conferences, individual diagnostic tests, teacher-made tests, school letter grades, and the development of criterion-referenced tests. A role for the federal government is suggested as being financial support and encouragement of the development of tests for assessing the performance of groups and tests for assessing the performance of individuals. Continuation of support for the National Assessment of Educational Progress is also urged. The speaker concludes with the observation that norm-referenced, standardized tests make a lie of education's often-stated concern for individual differences. (MJB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 152 823** TM 006 992  
**USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.**

Pub Date—Apr 77  
 Note—53p.; Papers presented at the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type— Reports - Research (143)  
**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Administrative Organization, \*Agency Cooperation, Bureaucracy, \*Compensatory Education, Consultants, \*Cooperative Planning, Coordination, Edu-

cationally Disadvantaged, Equated Scores, \*Evaluation Methods, \*Evaluation Needs, Federal Programs, Federal State Relationship, Program Development, Program Effectiveness, \*Program Evaluation, School Districts, State Departments of Education, State School District Relationship, Technical Assistance, Testing Programs

Identifiers—\*Elementary Secondary Education Act Title I, Michigan Educational Assessment Program, Office of Education, Technical Assistance Centers

This symposium included four papers about the administration of the evaluation of Elementary and Secondary Education Act Title I projects. The first speaker, Janice K. Anderson, presented a summary of efforts to coordinate evaluations so as to promote sufficient uniformity for generalizations across local programs, but permitting maximum local initiative. Ronald L. Fishbein described the process by which eight regional Technical Assistance Centers were set up, and how they established relationships with the state and local education agencies, and provided the services that were requested. The third paper, by David L. Donovan and Daniel E. Schooley, suggested that state education agencies did not have sufficient influence in planning Title I programs. The authors suggested a national testing program or a program similar to the Michigan Educational Assessment Test or the National Assessment of Educational Progress. The last speaker, Carl Novak, supported the use of Normal Curve Equivalency Scores, and spoke of the valuable assistance provided by the technical assistance centers. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

**ED 187 758** TM 800 265  
*Marion, L. Marvin*  
**Competency Testing: An Encounter with the Future.**

Pub Date—Sep 79  
 Note—31p.; Paper presented at the Annual Meeting of the Seventh Plains Regional IRA Conference (Minneapolis, MN, September 27-29, 1979).

Pub Type— Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Court Litigation, Elementary Secondary Education, \*Graduation Requirements, \*Minimum Competency Testing, Professional Associations, \*School Districts, State Legislation, \*State Programs, Student Promotion, \*Testing Problems, \*Testing Programs

Identifiers—National Assessment of Educational Progress

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency



Examination); 1976, New York (Basic Competency Tests); 1976, Florida (Functional Literacy Test). To describe testing issues, excerpts from speeches or policy statements of these associations are included: National Assessment of Educational Progress, International Reading Association, National Education Association, National Academy of Education, Association for Supervision and Curriculum Development, and Missouri State Teachers Association. It is concluded that testing should focus on diagnosis and remediation, beginning in elementary school but should not be required for grade promotion or high school graduation. (CP) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Policies).

ED 197 607 FL 012 055  
Martin, Wayne H.

The National Assessment of Educational Progress, Foreign Language Education, and the Future.

Pub Date—81

Note—11p.

Available from—Not available separately; see FL 012 044.

Pub Type—Report General (140)

Document Not Available from EDRS.

Descriptors—\*Educational Assessment, \*Second Language Instruction  
Identifiers—\*National Assessment of Educational Progress

The background and mandate of the National Assessment of Educational Progress are reviewed. This organization is charged by the federal government with the task of compiling and disseminating data on changes and trends in the educational attainments of young Americans. The methodology by which NAEP conducts its objectives development, item development, data collection, reporting, and services is described. To date, NAEP has conducted no assessments in the area of foreign languages, since foreign language education has not been viewed as meeting the criterion of ubiquity in the U.S. school system and among the student population. Recognition of the role foreign languages play in the educational system may influence NAEP to extend its commitment to this discipline. (JB) Primary type of information provided by report: Program Description (Operating Procedures).

ED 200 261 JC 810 134  
Ringling, Dennis F.

A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.

Pub Date—[79]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, \*Community Colleges, Federal Legislation, Federal State

Relationship, \*Leadership, Leadership Responsibility, Leadership Training, State Departments of Education, Two Year Colleges, Universities, \*Vocational Education

Identifiers—National Center for Vocational Education OH

As vocational programs take on increased importance during the 1980's, it becomes necessary to assess the effectiveness of the vocational education leadership exercised at the national, state, university, and local college levels. At the national level, leadership is evidenced in legislatively mandated programs, such as the Graduate Leadership Development Program, and in the activities of the National Center for Vocational Education. At the state level, leadership has been exercised through the Educational Commission of the States and through the provision of in-service activities for educators. Universities have helped fill the leadership void through innovative programs, such as Temple University's Leadership Intern Field Experience, and leadership potential has always existed with instructors and deans at local colleges. Yet, several leadership problems have yet to be addressed: (1) a national policy for leadership development should be implemented in an effort to increase articulation among the states; (2) more states and colleges should become aware of the activities of the National Center for Vocational Education; (3) research should become less dependent upon targeted project monies, which leave many vocational education areas wanting; (4) the "good old boy" leadership network which exists within the states should be severed; and (5) college instructors need to take on a more professional attitude. Without enhanced leadership, vocational education programs are surely endangered. (JP) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 000 647 AA 500 436  
Kock, Reino

National Assessment of Educational Progress—A Diffusion Study

Pub Date—69 Feb

Journal Cit—Sch Soc; 97; 2315; 95-97

Descriptors—\*Change Agents, \*Educational Change, Educational Improvement, \*Educational Innovation, Educational Testing, \*Evaluation, National Programs

Identifiers—Carnegie Corporation, National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

EJ 002 384 AA 501 028  
Finley, Carmen J.

National Assessment - Spring 1968.

Pub Date—69 Mar

Journal Cit—Calif J Educ Res; 20; 2; 69-74

Descriptors—Educational Change, \*Educational Improvement, \*Educational Objec-

tives, Evaluation Criteria, Evaluation Methods, \*National Surveys, \*Testing Identifiers—California State Testing Program, \*National Assessment of Educational Progress

Article adapted from an address given at a meeting of the California Association of Secondary School Administrators (Fresno, California, April 8, 1968). Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 002 385 AA 501 136  
Moellenberg, Wayne P.

National Assessment: Are We Ready?

Pub Date—69 Apr

Journal Cit—Clearing House; 43; 8; 451-454

Descriptors—\*Educational Needs, Educational Objectives, \*Evaluation Criteria, \*Evaluation Methods, Measurement, \*National Surveys, Test Construction, Test Interpretation

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

EJ 002 390 AA 501 317  
National Assessment - What, Why, How

Pub Date—69 Apr

Journal Cit—Educ Dig; 34; 8; 14-17

Descriptors—Educational Improvement, Educational Needs, \*Educational Programs, National Surveys, \*Program Evaluation

Identifiers—National Assessment of Educational Progress

Condensed from "National Assessment of Educational Progress, Revised Edition, published by the Department of Elementary School Principals, NEA, Washington, D.C. 1968, 4-27. Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 004 472 HE 500 270  
Cohen, Wilbur J.

The Learning and Earning Force

Pub Date—69 Spr

Journal Cit—Educ Rec; 50; 2; 166-170

Descriptors—\*Educational Needs, \*Educational Objectives, \*Educational Opportunities, \*Federal Aid, Higher Education, National Programs

Identifiers—\*National Assessment of Educational Progress

Article based on speech to the annual conference of the National Council for Social Studies (Washington, D.C., November 1968). Aspect of National Assessment (NAEP) dealt with in this document: Program Description.



## CITATIONS

B.GEN.c

163

EJ 017 015 AA 505 678

*Norris, Eleanor L.***The National Assessment**

Pub Date—69 Oct

Journal Cit—*Amer Educ*; 5; 8; 20-3

Descriptors—\*Educational Programs, \*Statistical Data, \*Tests

Identifiers—\*National Assessment of Educational Progress

A program is under way to assess the educational attainments of American students. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

EJ 021 411 PS 500 444

*Mehrens, William A.***National Assessment of Educational Progress**

Pub Date—May '70

Journal Cit—*Childhood Educ*; 46; 8; 422-425

Descriptors—Attitudes, \*Educational Planning, \*Evaluation, Knowledge Level, \*National Surveys, Skills, Testing

Identifiers—\*National Assessment of Educational Progress

Offers an overview of NAEP, a project designed to compile data for assessing and improving American education. (DR) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 040 662 AA 510 085

*Norris, Eleanor L.***What We Are Learning from the National Assessment**

Pub Date—Jul 71

Journal Cit—*American Education*; 7; 6; 19-23

Descriptors—\*Curriculum Development, \*Educational Objectives, \*Student Evaluation, \*Surveys, \*Test Interpretation

Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 044 149 EA 501 990

*Womer, Frank B. Mastie, Marjorie M.***How Will National Assessment Change American Education?**

Pub Date—Oct 71

Journal Cit—*Phi Delta Kappan*; 53; 2; 118-120

Descriptors—\*Accountability, Citizenship, \*Educational Diagnosis, \*Evaluation Methods, \*Evaluation Needs, Science Curriculum, Writing Skills

Identifiers—\*National Assessment of Educational Progress

\*Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

scription.

EJ 054 503 EA 502 395

*Allison, Clay***Technical Giants of National Assessment**

Pub Date—Feb 72

Journal Cit—*Compact*; 6; 1; 18-22

Descriptors—\*Academic Achievement, \*Educational Quality, \*Evaluation, \*Evaluation Methods, Evaluation Needs, Testing

Identifiers—\*National Assessment of Educational Progress

Describes the personnel and functions of the National Assessment Program Analysis Advisory Committee. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 090 448 AA 517 196

*Justus, Hope***Focusing On The States**

Pub Date—Dec 73

Journal Cit—*American Education*; 9; 10; 4-9

Descriptors—\*Data Collection, Decision Making, Diagrams, Educational Objectives, \*Educational Policy, \*Educational Research, Publications, State Officials

Identifiers—\*Education Commission of the States CO, National Assessment of Educational Progress

Describes the functions and responsibilities of the Education Commission of the States as well as their educational contributions. (RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 105 250 AA 519 304

*Eisner, Elliot W.***Towards a More Adequate Conception of Evaluation in the Arts**

Pub Date—Oct 74

Journal Cit—*Art Education*; 27; 7; 2-5

Descriptors—\*Accountability, \*Art Education, \*Art Teachers, Critical Thinking, \*Curriculum Development, Educational Technology

Identifiers—\*National Assessment of Educational Progress

Author attempted to clarify the issues and to provide the background needed to understand the roots and assumptions of the movement towards accountability as well as the movement to technologize curriculum planning and teaching. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 109 160

CS 706 492

*Cooper, Charles R.***Literature, Humanities, Media: Research Roundup**

Pub Date—Dec 74

Journal Cit—*English Journal*; 63; 9; 97-9

Descriptors—\*Educational Research, Humanities Instruction, Language Research, Literature, Media Research, \*Research Reviews (Publications)

Identifiers—\*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 142 267

AA 523 090

*Laymon, Pam***Keeping Up**

Pub Date—Jan 76

Journal Cit—*Teacher*; 93; 5; 127-39

Descriptors—\*Academic Achievement, \*Consumer Education, \*Corporal Punishment, \*Private Schools, \*Reading Instruction

Identifiers—\*National Assessment of Educational Progress

To help you keep current in the ever-changing world of teaching. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 151 161

CS 707 556

*Barth, Rodney J.***Notes and Quotes on Back to Basics. An ERIC/RCS Report**

Pub Date—Nov 76

Journal Cit—*English Journal*; 65; 8; 88-91

Descriptors—\*Basic Skills, English Curriculum, \*English Instruction, \*Evaluation, Literature Reviews, National Surveys, Secondary Education

Identifiers—\*National Assessment of Educational Progress

Reviews the literature in the Educational Resources Information Center (ERIC) on the responses of prominent English educators to the back-to-basics movement. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 153 122

AA 524 758

*Kay, Brian***National Assessment of Educational Progress in the United States**

Pub Date—Sep 76

Journal Cit—*Trends in Education*; 3; 39-43

Descriptors—\*Academic Achievement, Data Collection, \*Educational Assessment, Educational History, Educational Objectives, \*National Organizations, \*National Surveys, Student Evaluation

Identifiers—\*National Assessment of Educational Progress, \*United States

Defines the history, role, and methods of the NAEP in carrying out educational assessment in the United States. (RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

EJ 154 431 AA 524 806  
Cunningham, William G.

**The National Assessment: A Critical Review and a New Direction**

Pub Date—Oct 76

Journal Cit—Clearing House; 50; 2; 82-7

Descriptors—Academic Ability, \*Academic Achievement, \*Data Analysis, \*Educational Assessment, Educational Policy, Educational Research, \*Educational Testing, \*National Surveys, Student Characteristics, Student Evaluation, Test Results  
Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a national census-like survey of the knowledge, skills, understanding, and attitudes of certain groups of young Americans. Evaluates the NAEP's contribution to educational progress and its areas in need of improvement. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 163 375 AA 526 073

Elliott, Arthur H.

**Turning It Around in Education with Student Tutoring**

Pub Date—Mar 77

Available from—Reprint Available (See p. vii): UMI

Journal Cit—Clearing House; 50; 7; 285-90

Descriptors—\*Basic Skills, College Entrance Examinations, Crime, Educational Problems, \*Educational Research, \*Educational Trends, School Vandalism, \*Student Participation, Tables (Data), \*Tutorial Programs

Identifiers—\*National Assessment of Educational Progress

Evidence is mounting in support of the belief that student tutoring is highly effective in achieving the basic goals of public education, namely, the cognitive, affective and social development of the child. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 169 498 CS 710 542

Applebee, Arthur N.

**Perspectives on the National Assessment of Educational Progress**

Pub Date—Nov 77

Available from—Reprint Available (See p. vii): UMI

Journal Cit—Reading Teacher; 31; 2; 250-3

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*National

Competency Tests, \*Reading Tests, \*Standardized Tests

Identifiers—\*National Assessment of Educational Progress

Presents an overview of National Assessment studies. (JM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

EJ 210 292 TM 504 524

Worner, Frank B. Martin, Wayne H.

**The National Assessment of Educational Progress.**

Pub Date—79

Available from—Reprint: UMI

Journal Cit—Studies in Educational Evaluation; v5 n1 p27-37 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—\*Academic Achievement, \*Educational Assessment, Educational Trends, Elementary Secondary Education, Longitudinal Studies, Measurement Objectives, \*National Competency Tests, \*National Surveys, Program Administration, Program Descriptions, Skill Development, Testing Programs, Young Adults

Identifiers—\*National Assessment of Educational Progress, United States

The National Assessment of Educational Progress (NAEP) is a longitudinal study designed to measure changes in the knowledge, skills, and understandings of young Americans, ages 9, 13, 17, and 26-35. This overview discusses some special aspects of NAEP, and explains its history and governance. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals) (Historical Background).

EJ 258 902 UD 508 967

Klausmeier, Herbert J.

**A Research Strategy for Educational Improvement.**

Pub Date—Feb 82

Available from—Reprint: UMI

Journal Cit—Educational Researcher; v11 n2 p8-13 Feb 1982

Pub Type—Journal Articles (080) — Reports - Evaluative (142) — Reports - Research (143)

Descriptors—\*Academic Achievement, Educational Change, \*Educational Research, Educational Strategies, \*Individualized Education Programs, \*Research Design, \*Research Methodology, \*Research Utilization, Secondary Education  
Identifiers—National Assessment of Educational Progress

Identifies trends in educational achievement in the 1970s. Presents hypotheses concerning the relationship between research and gains/declines in educational achievement during that period. Discusses a project for individualized learning programs and its theoretical rationale, and describes a research

project based on that educational improvement strategy. (Author/MJL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

### III. INDEXES

#### Subject/Index

#### Academic Ability

The First National Assessment of Musical Performance, Report 03-MU-01.

ED 155 126 (A.1.MUS.(1).(d))

Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

EJ 237 426 (B.1.MATH.(2).(d))

Math and Sex: Are Girls Born with Less Ability?

EJ 237 494 (B.GEN.b)

Mathematical Applications: Selected Results from the Second Assessment of Mathematics.

ED 176 965 (A.1.MATH.(2).(d))

Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.

ED 176 964 (A.1.MATH.(2).(d))

Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

ED 182 174 (A.1.MATH.(2).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.

ED 127 198 (A.1.MATH.(1).(d))

New Study Shows Further Declines in Writing Ability

EJ 162 089 (B.1.WRIT.(2).(d))

#### Academic Achievement

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.

ED 223 658 (A.GEN.b)

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

ED 215 034 (B.GEN.b)

Art and Young Americans, 1974-79: Results from the Second National Art Assessment.

ED 212 538 (A.1.ART.(2).(d))

Assessing National Levels of Achievement in a Systematic Manner

EJ 123 613 (B.GEN.b)

Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.

ED 096 348 (B.GEN.a)

Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.

ED 096 349 (B.GEN.a)

Black Students' Performance in the National Assessments of Science and Mathematics.

ED 201 692 (A.GEN.b)

Change in National Science Achievement: Some Analysis Problems.

ED 157 709 (A.1.SCI.(2).(c))

Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.

ED 177 011 (A.1.MATH.(2).(d))

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.

ED 161 791 (A.1.SOC.(2).(d))

A Closer Look at School Cutoff Dates and Achievement.

ED 216 050 (A.GEN.b)

The Condition of Student Writing

EJ 144 141 (B.1.WRIT.(2).(d))

Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.

ED 162 927 (B.GEN.b)

Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.

ED 205 608 (B.GEN.b)

Continuing Motivation in Science for Early and Late Adolescents.

EJ 255 849 (B.1.SCI.(3).(d))

Differential Changes in Levels of Achievement for Students in Three Age Groups.

EJ 202 273 (B.GEN.b)

Early Adolescent Sex Differences in

Science Learning: Evidence from the National Assessment of Educational Progress.

EJ 253 004 (B.SPEC.b.(1).(d))

Educational Achievement and Sex Discrimination.

ED 115 701 (A.GEN.c)

Educational Outcomes of Social Studies Programs in Rural Schools.

ED 171 461 (B.1.SOC.(1).(d))

The Effects of the Rural School.

ED 201 460 (B.GEN.b)

An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.

ED 131 119 (B.GEN.a)

Exploring National Assessment Data through Secondary Analysis.

ED 223 679 (A.GEN.b)

Exploring National Assessment Data Using Singular Value Decomposition.

ED 107 720 (A.GEN.a)

Expressive Writing: Selected Results From the Second National Assessment of Writing.

ED 130 312 (A.1.WRIT.(2).(d))

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

ED 137 604 (A.1.COD.(1).(d))

The First Results

EJ 054 502 (A.GEN.b)

Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.

ED 138 414 (A.GEN.b)

How Can Local School Districts Use NAEP Data.

ED 147 372 (B.GEN.a)

How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.

ED 123 244 (B.GEN.b)

Integration and Science Achievement

EJ 136 727 (B.I.SCI.(2).(d))

Keeping Up

EJ 142 267 (B.GEN.c)

Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.

ED 080 598 (B.GEN.a)

Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.

ED 117 133 (A.GEN.c)

Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.

ED 189 185 (B.GEN.b)

Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.

ED 189 186 (B.GEN.b)

Mathematics Technical Report: Summary Volume.

ED 186 279 (A.I.MATH.(2).(d))

Minnesota Educational Assessment: A Comprehensive Planning Study.

ED 084 657 (B.GEN.a)

Music Objectives: Second Assessment.

ED 183 434 (A.I.MUS.(2).(b))

Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.

ED 120 086 (A.I.MUS.(1).(b))

National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.

ED 097 348 (A.GEN.b)

The National Assessment: A Critical Review and a New Direction

EJ 154 431 (B.GEN.c)

National Assessment: A Model for State and Local Competency Mandates?

EJ 209 442 (B.GEN.b)

National Assessment and Rural Education.

ED 085 127 (B.GEN.c)

National Assessment and Social Indicators, January 1973.

ED 082 290 (B.GEN.b)

National Assessment in Mathematics

EJ 036 445 (B.I.MATH.(1).(a))

National Assessment Measuring American Education.

ED 068 513 (A.GEN.c)

The National Assessment Model.

ED 088 749 (B.I.CIT.(1).(a))

A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.

ED 187 562 (A.GEN.b)

The National Assessment of Educational Progress

EJ 095 637 (B.GEN.b)

National Assessment of Educational Progress: Art Objectives.

ED 051 255 (A.I.ART.(1).(b))

National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.

ED 068 407 (A.I.CIT.(1).(d))

National Assessment of Educational Progress. General Information Yearbook.

ED 102 235 (A.GEN.a)

National Assessment of Educational Pro-

gress in the United States

EJ 153 122 (B.GEN.c)

National Assessment of Educational Progress. Social Studies Objectives.

ED 049 111 (A.I.SOC.(1).(b))

National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.

ED 043 099 (A.I.SCI.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. July, 1970.

ED 043 098 (A.I.CIT.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers.

ED 049 112 (A.I.CIT.(1).(d))

National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.

ED 063 196 (A.I.CIT.(1).(d))

National Assessment: One Tool in the Education Toolbox

EJ 149 672 (B.GEN.b)

National Assessment-Some Valuable By-Products for Schools

EJ 005 372 (B.GEN.b)

Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).

ED 182 190 (B.GEN.b)

Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.

EJ 248 026 (B.I.SCI.(3).(d))

Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session of Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.

ED 145 587 (B.GEN.c)

Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?

ED 206 682 (A.GEN.b)

Recent Trends in Achievement Levels of Black and White Youth.

EJ 262 707 (B.GEN.b)

Relationships Between Academic Achievement and Self-Concept

EJ 103 090 (B.I.SCI.(1).(c))

Research Issues Arising from the National Assessment of Educational Progress.

ED 052 244 (B.GEN.a)

A Research Strategy for Educational Improvement.

EJ 258 902 (B.GEN.c)

Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.

ED 204 107 (B.I.MATH.(2).(d))

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

ED 155 328 (A.I.COD.(1).(d))

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.

ED 164 337 (A.I.SCI.(3).(d))

Science Area Results Reported by National Assessment of Educational Progress

EJ 029 771 (B.I.SCI.(1).(d))

Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.

ED 193 314 (A.I.ART.(1).(d))

Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.

ED 117 019 (A.I.SOC.(1).(d))

Some Implications of the National Assessment Model and Data for State and Local Education.

ED 074 620 (B.GEN.a)

A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.

ED 106 399 (A.GEN.c)

Student Achievement in California Schools: 1978-79 Annual Report.

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Student Achievement in Rural Schools: A View from the National Assessment Data.

ED 172 980 (A.GEN.b)

Technical Giants of National Assessment

EJ 054 503 (B.GEN.c)

Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.

ED 159 026 (A.I.SCI.(3).(d))

Update on Education: A Digest of the National Assessment of Educational Progress.

ED 113 381 (A.GEN.c)

What's Happening in Science-the NAEP.

EJ 193 166 (B.I.SCI.(3).(d))

What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846 (A.GEN.b)

### Academic Aspiration

Test Scores and Attainment Rates.

EJ 251 946 (B.SPEC.c.(1).(b))

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Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.

EJ 255 106 (B.GEN.b)

### Accountability

A Constructive Response to the APU.

EJ 220 456 (B.GEN.b)

ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.

ED 070 140 (A.GEN.a)

GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.

ED 129 908 (B.GEN.c)

How Will National Assessment Change American Education?

EJ 044 149 (B.GEN.c)

Minnesota Educational Assessment: Pilot Phase Results. Summary Report.

ED 089 464 (B.GEN.a)

National Assessment and Rural Education.



- ED 085 127 (B.GEN.c)  
National Assessment—A Tool for Accountability.
- ED 131 345 (B.GEN.c)  
National Assessment: Backgrounds and Projections
- EJ 137 938 (B.GEN.a)  
National Assessment: Backgrounds and Projections—1975.
- ED 108 211 (B.GEN.b)  
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
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- and Equity.  
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- Essay Tests**  
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EJ 237 482 (B.1.MATH.(2).(d))  
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ED 172 159 (B.GEN.b)  
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- EJ 044 149 (B.GEN.c)  
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- ED 140 228 (B.GEN.b)  
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- EJ 153 537 (B.GEN.b)  
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- ED 067 402 (A.GEN.a)  
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- EJ 089 293 (B.1.WRIT.(1).(c))  
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- EJ 005 372 (B.GEN.b)  
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- EJ 262 683 (B.GEN.b)  
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- Examiners**  
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- Expository Writing**  
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- Expressive Language**  
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- ED 130 312 (A.1.WRIT.(2).(d))

## Expressive Writing

Expressive Writing: Selected Results From the Second National Assessment of Writing.

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## Federal Aid

The Learning and Earning Force

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Application of the National Assessment Model to State and Local Assessment Needs

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Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.

ED 159 456 (B.1.COD.(1).(d))

Sex-Related Differences in Mathematics: Results from National Assessment.

EJ 254 217 (B.1.MATH.(2).(d))

## Feminism

The Continued Battle of the Sexes

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## Field Experience Programs

The New Social History in the High School Classroom.

ED 168 932 (B.1.SOC.(1).(b))

## Field Interviews

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ED 206 670 (A.GEN.a)

## First Social Studies Assessment (1972)

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The Menomonee Falls, Wisconsin Experience.

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tion Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

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A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.

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**Geometric Concepts**

Notes from National Assessment: Basic Concepts of Area and Volume

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